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ABSTRACT

This first annual report of program performance for Program Year (PY) 1990 is the first comprehensive publication on the National Adult Education Professional Development Consortium (NAEPDC). A letter from the chairperson outlines goals of NAEPDC and the report. NAEPDC officers and directors are listed. "25 Years--A Dream Fulfilled" (Gary Eyre) is a history of this consortium, organized for the State Directors of Adult Education. A letter from the executive director provides information on implementation of the Adult Education Act for PY 1989-90. A one-page initial review of approximately 25 final reports for PY 1990 indicates trends in program characteristics, population characteristics, and staff development activities. Highlights of the National Literacy Act of 1991 include the definition of literacy and summaries of Titles I-VIII. The text of the Adult Education Act follows. Adult education program level descriptions precede data from state reports. Data are presented in 10 tables: expenditures and enrollments, participants by program level and gender, participants by population group and gender, participants by age and gender, participant characteristics, participant progress by educational level, reasons for leaving program, participant outcomes/achievements, participants by class location, and local staff in programs. A directory of state adult education personnel concludes the report. (YLB)

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THE ADULT EDUCATION PROGRAM ANNUAL REPORT

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Program Year 1990

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Dear Colleague:

In March, 1990 the National Adult Education Professional Development Consortium was incorporated in the Commonwealth of Virginia. It was an event which many of us had been long awaiting. The State Directors of Adult Education and their state staff would now officially have a mechanism for sharing staff development opportunities and information in general. The activities of the Consortium have blossomed under the capable direction of the Board and the Executive Director.

The Consortium (NAEPDC) was developed for State Directors of Adult Education and their staffs to:

- coordinate, develop, and conduct programs of professional development for state adult education staffs;
- serve as a catalyst for public policy review and development related to adult education;
- disseminate information on the field of adult education; and,
- maintain a visible presence for the State Adult Education program in our nation's capitol.

Letter from the Chair

This first Annual Report of program performance for PY 1990 is the first comprehensive publication on the federally-funded, state-administered adult education program. As such, it addresses the goals of information dissemination as well as public policy review. The need for the sharing of information within and across states continues to grow. As the states face the task during the upcoming year of developing indicators of program quality, much of the data in this report may be identified as useful for further elaboration. The data may also be useful for states to compare themselves with the national picture provided by this report.

It is clear that the need for additional resources is critical if states are to reach more than 5 - 10% of the eligible population. More important than the mere numbers reached is the quality and intensity of services provided and the outcomes achieved. As the states and federal offices begin to report better, more comprehensive information on the intensity of services and the outcomes achieved, NAEPDC will incorporate such information in future reports.

The passage of the National Literacy Act has provided us with better opportunities for research, data collection and information sharing through the establishment of the National Institute for Literacy. The State Directors look forward to a close working relationship with the Institute in order to share research needs and results and to better inform states for public policy issues. We eagerly look forward to establishing and improving partnerships with the Institute and its agency affiliates, the Departments of Education, Labor, and Health and Human Services. We are more than anxious to help share information in future publications from all of these partners to better inform state agencies and others about adult education.

Our thanks go to the Board members who supported the concept of this Annual Report and saw its usefulness at the state and national level. We are also indebted to the U.S. Department of Education, Division of Adult Education and Literacy which so graciously shared the information with us. We acknowledge the foresight and energy of Judy Koloski, Executive Director, in seeing the project through from beginning to end.

We look forward to this publication being only the first of many to come which can provide useful information to all those concerned with adult education and literacy. We hope each one who reads this finds it helpful and informative. It is our intent to provide more and better information in order to improve public policy for adult education. I encourage you to seek any further information you might wish from your State Director of Adult Education.

On behalf of all the State Directors, welcome to the pages of our first Annual Report!

Sincerely,

Noreen S. Lopez

Noreen S. Lopez
Chairperson

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25 Years – A Dream Fulfilled

Gary Eyre, Historian

The idea for a formal organization for the State Directors of Adult Education had its genesis over twenty-five years ago following the first national training workshop for the State Directors. The workshop was hosted by Jim Fling (Florida State Director) and the U.S. Office of Education (USOE). As early as 1963, at the national conference of the National Association for Public Continuing and Adult Education (NAPCAE), the State Directors discussed the need for an organizational structure. That 1963 meeting was held in Miami Beach.

In Chicago, during NAPCAE's 1966 national conference, the discussion of need led to action, and the directors outlined the makings of an organizational structure for the group which would "stand alone," and be apart from USOE, while NAPCAE would serve as its fiscal agent. In the fall of 1968, in Seattle, Curtis Ulmer (Georgia) was appointed Chairperson of the State Directors; Gary Eyre, State Director of Colorado, served as the Vice-Chairperson.

Bob Luke and Jim Dorland of NAPCAE were very influential and of great assistance to the State Directors' organization. In the spring of 1967, they drafted By-Laws for a National Council of State Directors of Adult Education. On November 15, 1967, in Philadelphia, the Council was formalized and the By-Laws were approved. Clyde Weinhold (New Jersey) was Chairperson of the national conference (1967) and helped the directors finalize their structure. No dues were assessed. The National Council of State Directors was a formal organization, but it had no "home," no funds, no director, and only met once a year at the NAPCAE conference or at a session called by the USOE.

The principal efforts and concerns of this initial organization focused on responding to federal legislation (The Adult Education Act of 1966, Public Law 89-750, ESEA). This legislation followed the Adult Basic Education program contained in Title II of the 1964 Economic Opportunity Act. States then became concerned with the development of a state plan, with formulas for local project funding of adult basic education services, and with evaluation procedures for the process.

The U.S. Department of Education was of great assistance to the Council. Among the principals who worked with State Directors between 1967 - 1978 were Sid Marland, Elliot Richards, Ted Bell, Paul Delker, Derek Nunney, Jules Pagano, Dan Taylor, Roy Minnis, and Bob Worthington to name a few.

In 1979, the State Directors, once a loosely knit group, began to formalize, and the National Council of State Directors of Adult Education became an organization having potential power but not yet flexing its muscle. It was very apparent to Council members that they needed to have more autonomy and work with and not for the U.S. Department of Education. In 1982, the American Association for Adult and Continuing Education (AAACE) was formed by the merger of NAPCAE and the Adult Education Association of the U.S. (AEA). The National Council of State Directors of Adult Education became an organizational unit of the new national organization. AAACE's Executive Directors worked closely with the State Directors on legislative matters and conferences.

The State Directors also worked closely with the National Advisory Council for Adult Education. Between 1970 - 1980, the National Advisory Council published 26 reports. The late Sam Brightman and the State Directors' organization assisted with 11 of those documents. In particular, the National Council of State Directors of Adult Education also served as the resource body for the demographic data in the 1975 and 1977 reports to Congress.

In the decade of the 1980's, the State Directors became a force in public policy development, national legislation, and federal appropriation issues. And in 1984, the National Council, the U.S. Department of Education, and the American Council on Education (ACE) established the first joint annual meeting to address the concerns of adult basic education, the General Education Development (GED) Testing Service, and the Division of Adult Education in the federal government.

At the AAACE annual meeting in Hollywood, Florida on October 22, 1986, the State Directors "discussed the need for the Council to fund a position and office to better address the needs of the National Council of State Directors." Garrett Murphy (New York) agreed to prepare and distribute a paper outlining various alternatives that could be used to accomplish this goal.

In 1987 and 1988 the State Directors devised a dues structure for an organization separate from the National Council of State Directors of Adult Education. This new organization was called the National Adult Education Professional Development Consortium (NAEPDC). The purposes of this organization were to provide professional development opportunities to state adult education staff, to foster policy analysis and development in the field of adult education, and to provide a visible presence for the State Directors in the nation's capitol.

Jerry Kilbert (California) transmitted a proposed operational plan for the Consortium to the National Council in 1989. On July 18, 1989, at a State Directors' meeting in Albuquerque, New Mexico, a proposed Consortium budget and operational plan were drafted. By-Laws were formulated under the leadership of John Lawrence (Florida). On November 22, 1989, Lennox McLendon (Virginia), Secretary/Treasurer of the Consortium filed the Articles of Incorporation for the National Adult Education Professional Development Consortium, Inc.

Noreen Lopez (Illinois), Chairperson of the National Council, requested the Executive Committee of the Council to formulate the process for procuring an Executive Director of the Consortium. The Committee appointed Fran Tracy-Mumford (Delaware), Sandra N. Robinson (Vermont), and Gary A. Eyre (Arizona) to screen candidates and make a recommendation to the Executive Committee. Judy Koloski was named as Executive Director for the period of July 1, 1991 to June 30, 1992. She will continue in this position through June 30, 1993.

During Judy Koloski's first year many of the dreams of more than twenty years became a reality. Dues were assessed on a formula basis, we have a "home/office" in Washington, D.C., state staff development is in operation, and the National Council of State Directors together with the National Adult Education Professional Development Consortium, are recognized leaders on the state and national agenda for adult education initiatives.

By what twists of events have we arrived at this moment with the State Directors and the Consortium? Persistence, commitment, and patience have enabled us to see the dream of a national operating organization become a reality.

Dr. Gary A. Eyre has been associated with the National Council of State Directors for 25 years. He has served as:

State Director of Adult Education (Colorado and Arizona)
Executive Director, National Advisory Council of Adult Education
Executive Director, American Association for Adult and Continuing Education
Marketing Director, American Council on Education

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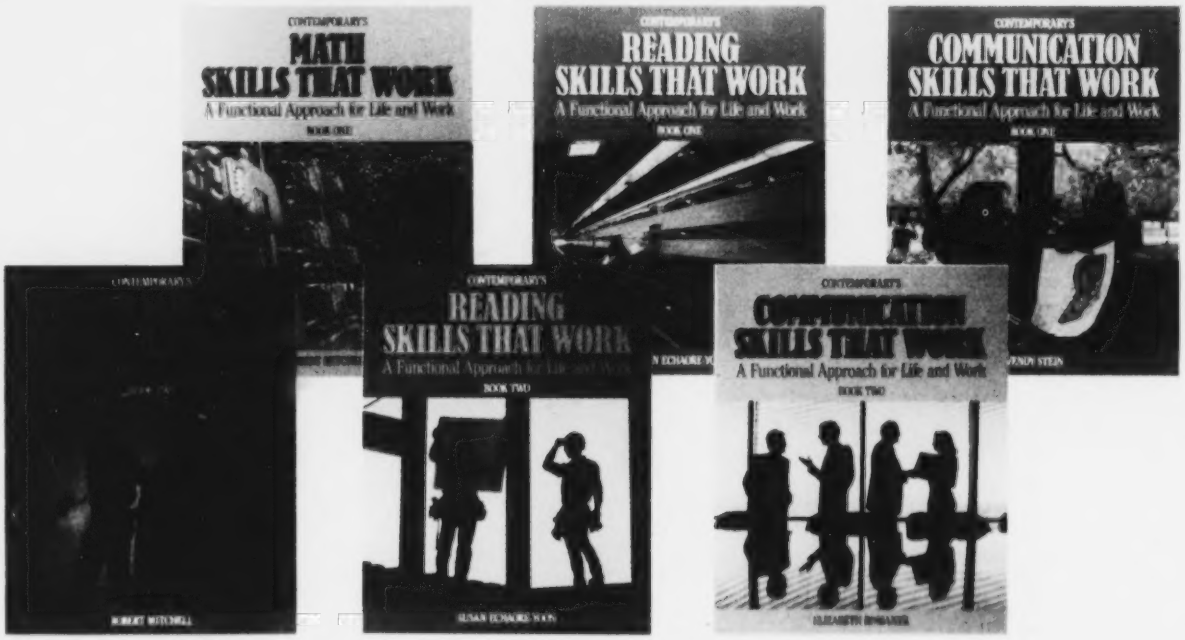

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Dear Colleague:

On behalf of the National Adult Education Professional Development Consortium, I am pleased to provide you with this information regarding the implementation of the Adult Education Act, PL 100-297, for the 1989 - 90 program year (the latest year for which final data is available.)

Letter from the Executive Director

Over the past decade, Adult Basic Education and Adult Secondary Education programs have received much visibility. Unfortunately, there has been little published information which provided for a truly descriptive overview of the program, state by state, or even on an aggregate basis. Myths and misunderstandings have often been the result. With this report as well as the many major studies which are currently underway on the adult education program, we hope to remedy that situation. We want to show you the quality, the depth, the diversity, the resourcefulness and, yes, even some of the limitations of the program. We believe, on the whole, that the adult education program provides a wonderful opportunity, a second chance for millions of adults who have been missed or failed by traditional educational systems.

This report, modeled after the NAPCAE Almanacs of the 70's and early 80's, should prove to be an invaluable resource for policy makers, researchers, students and other publics interested in the federally funded adult education program. The information provided has been culled from the required Annual Fiscal and Performance Reports submitted by each state to the Office of Adult Education and Literacy, U. S. Department of Education. A great debt of gratitude is extended to that office, particularly to Joan Seamon, Ron Pugsley and Phyllis Dorsey, without whose guidance and support we could not have produced this document.

1991 was a landmark year for adult education, highlighted by the signing of the National Literacy Act into law. From the establishment of a National Institute for Literacy, provisions for State Resource Centers, increased collaborative efforts and the development of indicators of program quality, this legislation will have a major impact on adult literacy services in the years to come. Thus, we have included highlights of PL 102-73 in this annual report, although its programmatic impact will not be evident until the 1993 program year. I have also provided a brief glimpse into the 1992 program year -- demonstrating clearly that we represent an exciting field -- growing in diversity, professionalism and innovation.

I thank our advertisers whose interest and support have always been critical to the field of adult education. I appreciate the thoughtfulness and production skills provided by Wendy Harris of The Harris Group. I congratulate Stacy Passman, my Executive Assistant on her tenacity in securing all this information. And finally, I am grateful to the Executive Committee of the Consortium and to all the State Directors who have assisted in this effort. Without your support, our first annual report would not be available today.

Sincerely,

Judy Koloski

Judy Koloski
Executive Director

Although final reports for the 1990-1991 program year have not all been completed, an initial review of several (approximately twenty-five) which have been compiled indicates the following trends:

Program Characteristics

Enrollment is up, with percentages ranging from 3 - 33%. ESL participation continues to expand at a faster pace than traditional ABE participation.

Coordinated efforts continue to be a major factor supporting the increase in program clients. Coordination takes place most often with the federal JOBS program, SLIAG, and to a lesser extent, with JTPA. Coordination is evident at both the state and local levels.

Family literacy programming has become a major developmental effort.

Workplace literacy activities continue at about the same level as in previous years.

Computerized data collection systems are on the increase.

Standardized tests continue to be used to measure educational gains. TABE and ABLE are the most common, followed by CASAS. Many different instruments are utilized for ESL programs.

Trends in Program Year 1991

Delivery systems continue to expand, with community-based organizations playing an ever-increasing role.

Volunteer tutors are still used extensively, although their numbers are diminishing.

Population Characteristics

Age cohorts continue in the same pattern: students between the ages of 16-24 range from 33-50% of the total number of clients served; individuals between the ages of 25-44 generally comprise close to 50% of the total population served.

Employed adults represent approximately 50% of the population served; some states, however, show a 50% increase in the number of unemployed individuals being served by the adult basic education program.

Funding Patterns

State funding, for the most part, remains level or shows a slight increase. Several states report decreases, generally explained by the poor economies in most states.

Staff Development Activities

State and regional consortia for training, materials development, and evaluation are growing in importance.

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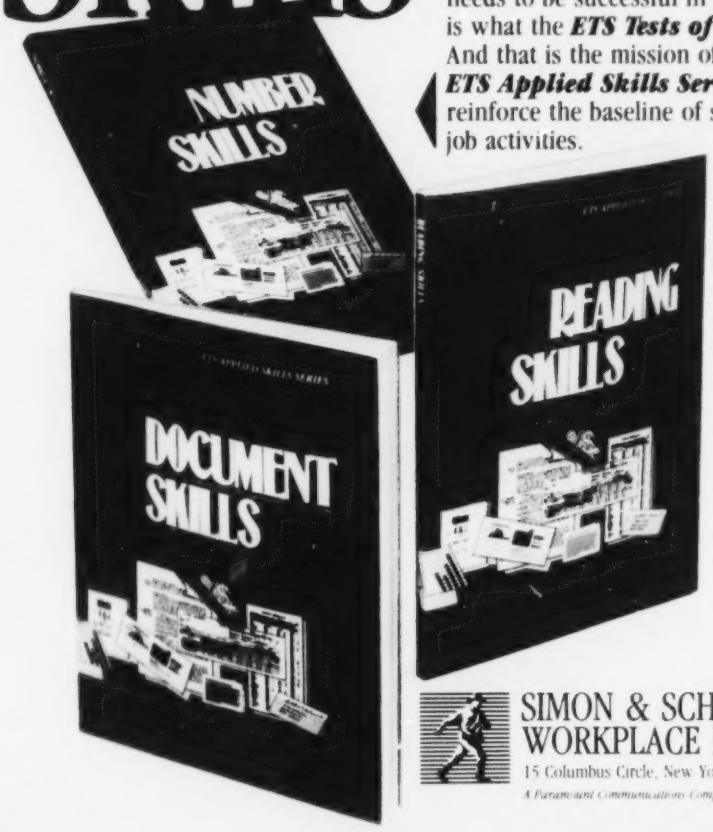

These are the only standardized tests and workbooks organized according to the three literacy domains—*Document*, *Prose*, and *Quantitative*—the same used for the National Adult Literacy Survey (NALS) and selected by the National Goals Panel as the indicators to measure adult literacy.

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On Thursday, July 25, 1991, President George Bush signed a landmark piece of legislation, The National Literacy Act of 1991. This legislation, originally sponsored by Congressman Thomas Sawyer (D-Ohio) had been in the legislative mill for over two and one-half years. This bill marked the first major piece of legislation aimed at adult basic skill education since the passage of the Adult Education Act (AEA) of 1965. Thus, the passage of the National Literacy Act of 1991 coincided with the 25th anniversary of the Adult Education Act.

Highlights of The National Literacy Act of 1991

Public Law 102-73

Definition of "Literacy" – Section 3

An introductory section of the Act established a national definition of literacy that differs from many past definitions in certain ways: for example, it does not rely on grade levels, it is not limited to reading and writing, it clearly includes English as a Second Language, and it defines literacy in functional terms and relative to the needs of each individual. Section 3 of the Act reads in its entirety:

"For purposes of this Act the term "literacy" means an individual's ability to read, write, and speak in English, and to compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

Title I - Literacy: Strategic Planning, Research, and Coordination

This title establishes an infrastructure for federal and state leadership, research, planning, and comprehensive quality program delivery. The major provisions include the following:

- Authorizes the Assistant Secretary for Vocational and Adult Education to coordinate all literacy related programs and policy initiatives in the Department of Education and assist in coordinating related activities and programs in other federal departments and agencies.

- Amends the Adult Education Act to create a National Institute for Literacy, which shall be administered under the terms of an interagency agreement among the Secretaries of Education, Labor, and Health and Human Services.

The Institute must be physically located outside these departments. It has a 10-person Board whose members are appointed by the President with the advice and consent of the Senate. Members of the board must represent literacy organizations and providers, businesses, literacy students, experts in the literacy research, state and local governments and organized labor. The Board will be selected from recommendations made to the President by individuals who represent these groups. The Board will make recommendations on the selections of a director and staff, provide advice on the operation of the Institute, and receive reports on the operation of the Institute. The three Secretaries must explain in writing why they do not accept any advice offered by the Board.

The Institute will be a central repository of information and expertise for federal programs, agencies and also for Congress, the states, program providers, business and industry.

The Institute will have five major areas of operation:

- Basic and applied research;

- Program assistance, technical assistance and training;

- Policy analysis and evaluation, including the creation of a data base on adult and family literacy and other

programs to upgrade the basic skills and literacy levels of adults;

- Dissemination of information about best practices in literacy programs using various means of instructions;

- Assistance to federal agencies in implementing the Act and in finding ways to achieve uniformity among reporting requirements, develop performance measures, and develop standards of program effectiveness.

Authorizes the Institute to award Literacy Leadership fellowships to individuals pursuing careers in adult literacy instruction, management, research or innovation.

Authorizes $15 million in FY 1992 and each year through FY 1995 to operate the National Institute.

- Establishes State/Regional Literacy Resources Centers to link the National Institute to program providers, upgrade the system of diffusion and adoption of state of the art teaching methods, assist in coordinating the literacy system, provide technical assistance to states and local governments and service providers, encourage government-industry partnerships, and provide training to literacy instructors.

This is a declining federal-state matching grant program, administered by the Secretary of Education. It requires states to increase their investment in the formation and continued operation of the Literacy Resource Centers. Allotments to states are based on the same formula as allotments under the basic state grant program in the Adult Education Act.

The Governor of each state has the responsiblity for establishing that state's center. To receive federal support, the Governor must contract with one or more public or private non-profit agencies to create a center that meets specifications of the Act. A group of states may enter into an interstate agreement to operate a regional literacy center instead of, or in addition to, a state center. The federal matching requirements for states that elect to establish a regional center are somewhat more favorable than those that choose to establish only a state center.

Authorizes $25 million for FY 1992 and FY 1993, and such sums as may be necessary in FY 1994 and FY 1995 to provide federal assistance for these centers.

Title II - Workforce Literacy

- Establishes a National Workforce Literacy Assistance Collaborative administered by the Department of Labor. The purpose of the collaborative is to improve the basic skills of the currently employed, especially those workers who are marginally employed with low basic skills, by assisting small and medium-sized businesses, business associations, and labor organizations to develop and implement literacy programs tailored to the needs of the workforce. The Collaborative's major activities focus on providing small and medium-sized businesses with the technical assistance required to address the literacy needs of their workforce.

Authorizes $5 million for FY 1992 through FY 1995 to carry out the purposes of the Collaborative.

- Establishes a grant program for National Workforce Literacy Strategies as part of the existing workforce literacy grant program in Section 371 of the Adult Education Act. This grant program will develop, test, and evaluate replicable large-scale national strategies based on local, regional, statewide and industry-wide partnerships between the public and private sectors. These models will demonstrate effective approaches for improving workforce literacy that can be implemented in the near term and are cost-effective for individual employers and the nation as a whole.

This new program will be administered by the Secretary of Education, and eligibility for grants will be the same as for the existing Section 371 program. The federal government will pay 70 percent of the cost of any project funded, and at least five grants in any year shall be for an amount of not less than $500,000. Authorizes a $5 million reserve for this grant program when appropriations for business-education partnerships under Section 371 equal or exceed $25

million in any one year. Authorizes $60 million in FY 1992 and such sums as may be necessary in FY 1993 through FY 1995 for Section 371 of the Adult Education Act (which includes both the workplace literacy and the national strategies grant programs).

Title III - Investment in Literacy

This title assists the states and local programs in providing literacy services by investing in program improvement, expansion, coordination, and staff training. To achieve these goals, the major provisions of Title III:

- Increase the authorization of the Adult Education Act basic state grant program from $200 million to $260 million in FY 1992 and such sums as may be necessary in the subsequent years through FY 1995.

- Require the State agency receiving funds under the basic state grant program to provide assurances that all public and private non-profit programs which serve the educationally disadvantaged are given direct and equitable access to those funds. In determining which programs shall receive assistance, states must consider past effectiveness, coordination and commitment to serving individuals most in need of literacy services.

- Modify the State Plan required under Section 342 of the Adult Education Act, including the requirement that states must set forth measurable goals for improving literacy levels, retention, and long-term learning gains, and describe a comprehensive approach to achieving those goals.

- Broaden the membership and mandate of the state advisory councils on adult education and literacy authorized under Section 332 of the Adult Education Act. Among other requirements, each council must develop a plan for literacy service that identifies the literacy needs of the state's citizens and specifies a means for addressing these needs. Title I, Section (g) allows states that receive grants for state literacy resource centers to use up to 5% of the grant amount to support these councils.

- Require states to develop, within two years, indicators of program quality (in consultation with experts, educators, and others) to be used to evaluate programs assisted by the basic state grant program of the Adult Education Act. Also requires the Secretary of Education to develop, within one year, indicators of program quality that may be used by states and local programs as models for evaluating programs.

- Increase the Adult Education Act 10% set-aside for innovation and staff training to 15% and require that two-thirds must be used for teacher training and staff development.

- Provide that basic state grant funds shall be used for competitive two-year grants to public housing authorities for literacy programs and related activities. These are to be called "Gateway Grants".

- Amend the Even Start Program to change the program name to "Even Start Family Literacy Program" and to:

  - establish $75,000 as the minimum grant under the state grant program and to allow 5% to be used for administration and technical assistance;

  - reserve 2% of the funds under the national program for technical assistance and evaluation;

  - reserve funds for migrant programs and U.S. territories;

  - establish CBOs and other non-profit organizations as eligible entities for grants;

  - establish a child's program eligibility from birth to age 7;

  - provide that a family's eligibility remains active until both the child and the parent are ineligible;

  - authorize $100 million in FY 1992 and such sums as may be necessary in FY 1993 to carry out the Even Start Program;

- authorize $2 million for a contract with the Corporation for Public Broadcasting to develop and disseminate family literacy programming and related materials.

Title IV - Business Leadership for Employment Skills

- Authorizes the Secretary of Education to make grants on a competitive basis to public and private entities for the purpose of providing commercial drivers with the knowledge and skills necessary to successfully complete the test requirements under the Commercial Motor Vehicle Safety Act of 1986. Authorizes $3 million to establish and operate these programs in FY 1991, 1992, and 1993.

Title V - Books for Families

- Gives priority in the selection of programs by Reading Is Fundamental to programs that serve children and students with special needs.

- Gives priority for grants under Section 601 of the Library Services and Construction Act to library literacy programs and services which are delivered in areas of greatest need and that coordinate with other literacy organizations and community-based organizations.

Title VI - Literacy for Incarcerated Individuals

The provisions of the National Literacy Act under this title were subsequently amended by Part B, Section 313 of the National Dropout Prevention Act of 1991. As amended, these provisions:

- Change the name of the Title to "Functional Literacy and Life Skills Programs for State and Local Prisoners."

- Create two discretionary grant programs administered by the Secretary of Education: 1) a "compliance grant program" to carry out demonstrations or support system-wide functional literacy programs for incarcerated adults, and 2) a life-skills training grant program to reduce recidivism and promote reintegration into society of incarcerated adults by helping them to develop self-esteem, job, financial, family development, stress-management and other skills.

State or local corrections or corrections education agencies may apply for grants under these programs. $10 million is authorized for these grants in FY 1992, $15 million in FY 1993, $20 million in FY 1994, and $25 million in FY 1995.

Title VII - Volunteers for Literacy

- Creates "Literacy Challenge Grants" administered by the ACTION Agency for partnerships between the agency and literacy providers both public and private to establish, expand or operate community or employee literacy programs which include the use of volunteers. Applications must be submitted to the Director of the Action Agency, and federal share of funds to support each project funded will decline each year for three years.

The program is authorized at $2.5 million in FY 1992 and such sums as may be necessary in FY 1993.

Title VIII - Amendments Affecting the Territories and Freely Associated States

- Contains provisions affecting the treatment of the Territories and Freely Associated States under various provisions of the federal Higher Education Act, Elementary and Secondary Education Act, Adult Education Act, Star Schools Program, Education of the Handicapped Act, and Library Services and Construction Act.

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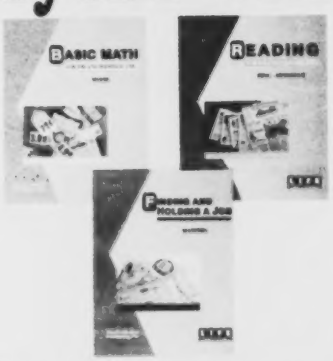

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CODIFICATION

The Adult Education Act, comprising this chapter, was originally enacted by Pub. L. 89-750, title III, Nov. 3, 1966, 80 Stat. 1216, and amended by Pub. L. 90-247, Jan. 2, 1968, 81 Stat. 783; Pub. L. 90-576, Oct. 16, 1968, 82 Stat. 1064; Pub. L. 91-230, Apr. 13, 1970, 84 Stat. 121; Pub. L. 91-600, Dec. 30, 1970, 84 Stat. 1660; Pub. L. 92-318, June 23, 1972, 86 Stat. 235; Pub. L. 93-29, May 3, 1973, 87 Stat. 30; Pub. L. 93-380, Aug. 21, 1974, 88 Stat. 484; Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 713; Pub. L. 94-273, Apr. 21, 1976, 90 Stat. 375; Pub. L. 94-405, Sept. 10, 1976, 90 Stat. 1225; Pub. L. 94-482, Oct. 12, 1976, 90 Stat. 2081; Pub. L. 95-112, Sept. 24, 1977, 91 Stat. 911; Pub. L. 95-561, Nov. 1, 1978, 92 Stat. 2143; Pub. L. 96-46, Aug. 6, 1979, 93 Stat. 338; Pub. L. 96-88, Oct. 17, 1979, 93 Stat. 668; Pub. L. 97-35, Aug. 13, 1981, 95 Stat. 357; Pub. L. 97-300, Oct. 13, 1982, 96 Stat. 1322; Pub. L. 98-511, Oct. 19, 1984, 98 Stat. 2366; Pub. L. 98-524, Oct. 19, 1984, 98 Stat. 2435; Pub. L. 100-77, July 22, 1987, 101 Stat. 482; Pub. L. 100-297, Apr. 28, 1988, 102 Stat. 130. Such Act is shown herein, however, as having been added by Pub. L. 100-297, title II, §2102, April 28, 1988, 102 Stat. 302, without reference to such intervening amendments because of the extensive

revision of the Act's provisions by Pub. L. 100-297.

SUBCHAPTER I-BASIC PROGRAM PROVISIONS

§1201. Statement of purpose

It is the purpose of this chapter to assist the States to improve educational opportunities for adults who lack the level of literacy skills requisite to effective citizenship and productive employment, to expand and improve the current system for delivering adult education services including delivery of such services to educationally disadvantaged adults, and to encourage the establishment of adult education programs that will--

(1) enable these adults to acquire the basic educational skills necessary for literate functioning;

(2) provide these adults with sufficient basic education to enable them to benefit from job training and retraining programs and obtain and retain productive employment so that they might more fully enjoy the benefits and responsibilities of citizenship; and

(3) enable adults who so desire to continue their education to at least the level of completion of secondary school.

SHORT TITLE OF 1988 AMENDMENT

Section 2101 of part B (§§2101, 2102) of title II of Pub. L. 100-297 provided that : "This part [enacting this chapter] may be cited as the Adult Education Amendments of 1988."

SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in sections 1201b, 1207a of this title.

§1201a. Definitions

As used in this chapter--

(1) The term "adult" means an individual who has attained 16 years of age or who is beyond the age of compulsory school attendance under State law, except that for the purpose of section 1201b (b) of this title, the term "adult" means and individual 16 years of age or older.

(2) The term "adult education" means services or instruction below the college level for adults--

(a) who are not enrolled in secondary school;

(b) who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education;

(c) who are not currently required to be enrolled in school; and

(d) whose lack of mastery of basic skills results in an inability to speak, read, or write the English language which constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, and thus are in need of programs to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others.

(3) The term "educationally disadvantaged adult" means an adult who--

(A) demonstrates basic skills equivalent to or below that of students at the fifth grade level; or

(B) has been placed in the lowest or beginning level of an adult educational program when that program does not use grade level equivalencies as a measure of student's basic skills.

(4) The term "community school program" is a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community which the center serves in accordance with the needs, interest, and concerns of that community.

(5) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.

(6) The term "Secretary" means the Secretary of Education.

(7) The term "State" includes the District of Columbia, the Commonwealth of Puerto Rico, and except for the purposes of section 1201b of this title, Guam, American Samoa, the Trust Territory of the Pacific Islands, the Northern Mariana Islands, and the Virgin Islands.

(8) The term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is a separate State agency or officer primarily responsible for supervision of adult education in public schools, then such agency or officer may be designated for the purpose of this chapter by the Governor or by State law. If no agency or officer qualifies under the preceding sentence, such term shall mean an appropriate agency or officer designated for the purposes of this chapter by the Governor.

(9) The term "academic education" means the theoretical, the liberal, the speculative, and classical subject matter found to compose the curriculum of the public secondary school.

(10) The term "institution of higher education" means any such institution as defined by section 1088 of this title.

(11) The term "individual of limited English proficiency" means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and--

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment where a language other than English is the dominant language.

(12) The term "out-of-school youth" means an individual who is under 16 years of age and beyond the age of compulsory school attendance under State law who has not completed high school or the equivalent.

(13) The term "English literacy program" means a program of instruction designed to help limited English proficient adults, out-of-school youths, or both, achieve full competence in the English language.

(14) The term "community-based organization" means a private nonprofit organization which is representative of a community or significant segments of a community and which provides education, vocational education or rehabilitation, job training, or internship services and programs and includes neighborhood groups and organizations, community action agencies, community development corporations, union-related or-

ganizations, employer-related organizations, tribal governments, and organizations serving Native Alaskans and Indians.

(15) The term "private industry council" means the private industry council established under section 1512 of title 29

(Pub. L. 89-750, title III, §312, as added Pub. L. 100-297, title II, §§2102, Apr. 28, 1988, 102 Stat. 302.)

§1201b. Authorization of appropriations; allotments

(a) Authorization of appropriations

There are authorized to be appropriated $200,000,000 for fiscal year 1989 and such sums as my be necessary for each succeeding fiscal year through fiscal year 1993 to carry out the provisions of this chapter (other than sections 1211 and 1211a of this title.)

(b) Allotment . "

From the sums available for the purposes of section 1201 of this title for any fiscal year, the Secretary shall allot (1) $100,000 each to Guam, American Samoa, the Northern Mariana Islands, the Virgin Islands, and the Trust Territory of the Pacific Islands, and (2) $250,000 to each of the other States. From the remainder of such sums the Secretary shall allot to each State an amount which bears the same ratio to such remainder as the number of adults who do not have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools of such State bears to the number of such adults in all States.

(c) Reallotment

The portion of any State's allotment under subsection (b) of this section for a fiscal year which the Secretary determines will not be required for the period such allotment is available for carrying out the State plan approved under this chapter shall be available for reallotment from time to time, on such dates during such period as the Secretary shall fix, to other States in proportion to the original allotments to such States under subsection (b) of this section for such year, but with such proportionate amount for any such other State being reduced to the extent it exceeds the sum which the Secretary estimates such State needs and will be able to use for such period for carrying out its State plan approved under this chapter, and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts are not so reduced. Any amount allotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (b) of this section for such year.

(d) Reservation of funds for national programs

For any fiscal year, if the amount appropriated to carry out the purposes of this chapter exceeds $108,000,000, not more than $3,000,000 of such amount shall be reserved to carry out the programs described in subchapter IV of this chapter, relating to national programs.

(Pub. L. 89-750, title III, §313, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 304.)

Subchapter II--State Programs

Part A--Basic State Grants

§1203. Basic grants

From the sums allotted to States for this part pursuant to section 1201b of this title, the Secretary is authorized to make grants to States to assist them in funding adult education programs, services, and activities carried out by eligible recipients to achieve the purpose of this chapter.

(Pub. L. 89-750, title III, §321, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 305.)

§1203a. Use of funds; local applications

(a) Use of funds

(1) Grants to States under this part shall be used in accordance with State plans (and amendments thereto) approved under sections 1206 and 1207 of this title, to pay the Federal share of the cost of the establishment or expansion of adult education programs to be carried out by local educational agencies and by public or private nonprofit agencies, organizations, and institutions. Grants provided under this section to States to carry out the programs described in the preceding sentence may be carried out by public or private nonprofit agencies, organizations, and institutions only if the applicable local educational agency has been consulted with and has had an opportunity to comment on the application of such agency, organization, or institution. The comments of the local educational agency, and responses thereto, shall be attached to the application when it is forwarded to the State.

(2) Grants to States provided under this section may also be used to carry out programs by a consortium which includes a for-profit agency, organization, or institution if such agency, organization, or institution can make a significant contribution to attaining the objectives or this Act. Whenever the establishment or expansion of programs includes a for-profit agency, organization, or institution, as part of a consortium, a contract with such agency, organization, or institution, for the establishment or expansion of such programs shall be entered into by the public or private nonprofit agency, institution, or organization.

(3) The State educational agency shall not approve any application unless evidence that any consultation required by paragraph (1) has taken place is provided. Such application shall contain such information as the State educational agency considers necessary, including a description of current programs, activities, and services receiving assistance from Federal, State, and local sources; cooperative arrangements (including arrangements with business, industry, and volunteer literacy organizations as appropriate) that have been made to deliver services to adults as well as assurances that adult educational programs, services, or activities provided under this chapter are coordinated with and not duplicative of services, programs, or activities made available to adults under other Federal, State, and local programs, including the Job Training Partnership Act [29 U. S. C. 1501 et seq.], the Carl D. Perkins Vocational Education Act [20 U. S. C. 2301 et seq.], the Rehabilitation Act of 1973 [29 U. S. C. 701 et seq.], the Education of the Handicapped Act [20 U. S. C. 1400 et seq.], the Indian Education Act, the Higher Education Act of 1965 [20 U. S. C. 1001 et seq.], and the Domestic Volunteer Service Act [42 U. S. C. 4951].

(4)(A) The State educational agency shall give preference to those applicants who have demonstrated or can demonstrate a capability to recruit and serve educationally disadvantaged adults.

(B) The provisions of subparagraphs (A) shall apply in any fiscal year in which the amount appropriated for basic State grants under this part exceeds the amounts available for such grants in fiscal year 1988.

(b) Limitations on Use of Funds

(1) Not less than 10 percent of the funds paid to a State under subsection (a) of this section shall be used for corrections education and education for other institutionalized individuals in accordance with part B of this subchapter.

(2) Not more than 20 percent of a State's allotment shall be used for programs of equivalency for a certificate of graduation from a secondary school.

(Pub. L. 89-750, title III, §322, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 305.)

References in Text

This Act, referred to in subsec. (a)(2), means Pub. L. 89-750, Nov. 3, 1966, 80 Stat. 1191, as amended, known as the Elementary and Secondary Education Amendments of 1966. Title III of the Act, known as the Adult Education Act, is classified to this chapter. For complete classification of this Act to the Code, see Short Title of 1966 Amendment note set out under section 2701 of this title and Tables.

The Job Training Partnership Act, referred to in subsec. (a)(3), is Pub. L. 97-300, Oct. 13, 1982, 96 Stat. 1322, as amended, which is classified generally to chapter 19 (§1501 et seq.) of Title 29, Labor. For complete classification of this Act to the Code, see Short Title note set out under section 1501 of Title 29 and Tables.

The Carl D. Perkins Vocational Education Act, referred to in subsec. (a)(3), is Pub. L. 88-210, Dec. 18, 1963, 77 Stat. 403, as amended generally by Pub. L. 98-524, §1, Oct. 19, 1984, 98 Stat. 2435, which is classified generally to chapter 44 (§2301 et seq.) of this title. For complete classification of this Act to the Code, see Short Title note set out under section 2301 of this title and Tables.

The Rehabilitation Act of 1973, referred to in subsec. (a)(3), is Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355, as amended, which is classified principally to chapter 16 (§701 et seq.) of Title 29, Labor. For complete classification of this Act to the Code, see Short Title not set out under section 701 of Title 29 and Tables.

The Education of the Handicapped Act, referred to in subsec. (a)(3), is title VI of Pub. L. 91-230, Apr. 13, 1970, 84 Stat. 175, as amended, which is classified generally to chapter 33 (§1400 et seq.) of this title. For complete classification of this Act to the Code, see section 1400 of this title and Tables.

The Indian Education Act, referred to in subsec. (a)(3), is title IV of Pub. L. 92-318, June 23, 1972, 86 Stat. 334, as amended. For complete classification of this Act to the Code, see Short Title note set out under section 241aa of this title and Tables.

The Higher Education Act of 1965, referred to in subsec. (a)(3), is Pub. L. 89-329, Nov. 8, 1965, 79 Stat. 1219, as amended, which is classified principally to chapter 28 (§1001 et seq.) of this title. For complete classification of this Act to the Code, see Short Title note set out under section 1001 of this title and Tables.

The Domestic Volunteer Service Act, referred to in subsec. (a)(3), probably means the Domestic Volunteer Service Act of 1973, which is Pub. L. 93-113, Oct. 1, 1973, 87 Stat. 394, as amended, and which is classified principally to chapter 66 (§4951 et seq.) of Title 42, The Public Health and Welfare. For complete classification of this Act to the Code, see Short Title note set out under section 4951 of Title 42 and Tables.

§1203b. Local administrative cost limits

(a) Of the funds provided by the State agency to eligible recipients, at least 95 percent must be expended for provision of adult education instructional activities. The remainder shall be used for planning, administration, personnel development, and interagency coordination.

(b) In cases where the administrative cost limits under subsection (a) of this section would be insufficient for adequate planning, administration, evaluation, and coordination of programs supported under this Act, the State agency shall negotiate with the local grant recipient in order to determine an adequate level of funds to be used for noninstructional purposes.

(Pub. L. 89-750, title III, §323, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988,. 102, Stat. 306.)

References in Text

This Act, referred to in subsec. (b), means Pub. L. 89-750, Nov. 3, 1966, 80 Stat. 1191, as amended, known as the Elementary and Secondary Education Amendments of 1966. Title III of the Act, known as the Adult Education Act, is classified to this chapter. For complete classification of this Act to the Code, see Short Title of 1966 Amendment note set out under section 2701 of this title and Tables.

Part B--Programs for Corrections Education and Education for Other Institutionalized Individuals

Part Referred to in Other Sections

This part is referred to in section 1203a of this title.

§1204. Program authorized

[1] Funds set aside under section 1203a(b)(1) of this title by a State shall be used for the cost of educational programs for criminal offenders in corrections institutions and for other institutionalized individuals, including--

(1) academic programs for--

(a) basic education with special emphasis on reading, writing, vocabulary, and arithmetic;

(b) special education programs as defined by State law;

(c) bilingual or English as a Second language programs; and

(d) secondary school credit programs;

(2) vocational training programs;

(3) library development and library service programs;

(4) corrections education programs, training for teacher personnel specializing in corrections education, particularly courses in social education, basic skills instruction, and abnormal psychology;

(5) guidance and counseling programs;

(6) supportive services for criminal offenders, with special emphasis on the coordination of educational services with agencies furnishing services to criminal offenders after their release; and

(7) cooperative programs with educational institutions, community-based organizations of demonstrated effectiveness, and the private sector, designed to provide education and training.

(a) As used in this section, the term--

(1) "criminal offender" means any individual who is charged with or convicted of any criminal offense; and

(2) "correctional institution" means any--

(a) prison,

(b) jail,

(c) reformatory,

(d) work farm,

(e) detention center, or

(f) halfway house, community-based rehabilitation center, or any other similar institu-

tion designed for the confinement or rehabilitation of criminal offenders.
(Pub. L. 89-750, title III, §326, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 1021 Stat. 306.)

Part C--State Administrative Responsibilities

§1205. State administration

(a) State agency responsibilities

Any State desiring to participate in the programs authorized by this chapter shall designate the State educational agency to be the sole State agency responsible for the administration and supervision of such programs. The responsibilities of the State agency shall include--
(1) the development, submission, and implementation of the State application and plan and any amendments thereto (pursuant to sections 1206a and 1207 of this title), and the State evaluation (pursuant to section 1207a of this title);
(2) consultation with the State advisory council established pursuant to section 1205a of this title, and other appropriate agencies, groups, and individuals involved in the planning, administration, evaluation, and coordination of programs funded under this chapter; and
(3) the assignment of such personnel as may be necessary for State administration of programs under this chapter.

(b) State imposed requirements

Whenever any State imposes any rule or policy relating to the administration and operation of programs funded by this chapter (including any rule or policy based on State interpretation of any Federal law, regulation, or guideline) the rule or policy shall be identified as a State imposed requirement.

(c) Limitation on State administrative costs

Effective for fiscal years beginning after September 30, 1990, a State educational agency may used no more than 5 percent of the State's grant or $50,000, whichever is greater, to pay the cost of its administration of the State's program.
(Pub. L. 89-750, title III, §331, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 307.)

§1205a. State advisory council on adult education

(a) Requirement

(1) Any State may designate a body, or establish a new body if there is no suitable existing body, to act as a State advisory council on adult education, appointed by the Governor. The membership of the State advisory council shall be broadly representative of citizens and groups within the State having an interest in adult education, and shall consist of representatives of public education; private and public sector employment; recognized State labor organizations; private, voluntary, or community literacy organizations; libraries; and State economic development agencies.
(2) A State which elects to designate or establish a State advisory council available for this subsection may use funds under this part for the purposes of this subsection.

(b) Representation on council

The State shall ensure that there is appropriate representation on the State advisory council of urban as well as rural areas, of women, persons with handicaps, and racial and ethnic minorities.

(c) Certification

The State shall certify the establishment and membership of the State advisory council to the Secretary prior to the beginning of any fiscal year in which the State desires to receive a grant under this chapter.

(d) Procedures

Members of the State advisory council shall, using procedures agreed upon, elect their own chairperson. The State Advisory council shall determine its own procedures, staffing needs (subject to funding levels authorized by the Governor), and the number, time, place, and conduct of meetings, except that it shall hold at least 1 public meeting each year at which the general public is given an opportunity to express views concerning adult education programs in the State. In approving the plan for the evaluations under subsection (f)(3)(A) of this section, the council shall ensure that persons knowledgeable of the daily operation of adult education programs are involved.

(e) Terms

Members shall be appointed for fixed and staggered terms and may serve until their successors are appointed. Any vacancy in the membership of the council shall be filled in the same manner as the original appointment. Any member of the council may be removed for cause in accordance with procedures established by the council.

(f) Duties

Each State advisory council shall--
(1) meet with the State agency or its representatives during the planning year to advise on the development of the State plan;
(2) advise the State agency concerning--
(A) policies the State should pursue to strengthen adult education; and
(B) initiatives and methods the private sector could undertake to assist the State's improvement of adult education programs; and
(3)(A) approve the plan for evaluations required in section 1207a of this title and participate in the implementation and dissemination of such evaluations, (B) advise the Governor, the State legislature, and the general public of the State of the findings of such evaluations, and (C) include in any report of such evaluations its comments and recommendations.
(Pub. L. 89-750, title III, §332, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 307.)

Section Referred to in Other Sections

This section is referred to in sections 1205, 1206a of this title.

Part D--Planning and Applications

§1206. State plan and application

(a) Requirement

Any State desiring to receive funds under this chapter shall submit to the Secretary, during the fiscal year 1989 and during each fourth fiscal year thereafter, a State plan application for adult education (in one document) for the four fiscal years succeeding each fiscal year in which the State plan and application are submitted.

(b) Procedure for submission and consideration

Each State plan and application shall be submitted the Secretary by July 1 preceding the beginning of the first fiscal year for which the plan is in effect. The Secretary shall approve, within 60 days, each such plan and application which is formulated in accordance with sections 1206a and 1206b of this title and which meets the require-

ments of such sections, and shall not finally disapprove a State plan except after giving reasonable notice and an opportunity for a hearing to the State agency.

(c) GEPA provision

Such document shall be considered to be the general application required to be submitted by the State for funds received under this Act for the purpose of the provisions of section 1232d of this title.

(Pub. L. 89-750, title III, §341, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 309.)

References in Text

This Act, referred to in subsec. (c), means Pub. L. 89-750, Nov., 3, 1966, 80 Stat. 1191, as amended, known as the Elementary and Secondary Education Amendments of 1966. Title III of the Act, known as the Adult Education Act, is classified to this chapter. For complete classification of this Act to the Code, see Short Title of 1966 Amendment note set out under section 2701 of this title and Tables.

Section Referred to in Other Sections

This section is referred to in sections 1203a, 1206b of this title.

§1206a. Four-year State plan

(a) Procedures required in formulating State plan

(1) In formulating the State plan, the State agency shall meet with and utilize the State advisory council, if established pursuant to section 1205a of this title.

(2) The State agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public, including groups serving educationally disadvantaged adults, and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the State agency's response shall be included with the State plan submitted to the Secretary.

(3)(A) Not less than 60 days before submission of the State plan to the Secretary under section 1206 of this title, the State agency shall simultaneously submit the proposed State plan to (i) the State Board or agency for vocational education, (ii) the State Job Training Coordinating Council under the Job Training Partnership Act [29 U.S.C. 1501 et seq.], and (iii) the State Board responsible for post secondary education for review and comment. Such comments (to the extent such comments are received in a timely fashion) and the State's response shall be included with the State plan submitted to the Secretary. The Secretary shall consider such comments in reviewing such plan.

(B) Not less than 60 days before the submission of the State plan to the Secretary, such plan shall be submitted to the State advisory council (if such a council exists). Should the State advisory council find that it has substantial disagreement with the final State plan, the Council may file timely objections with the State agency. The State agency shall respond to all substantial objections of the State advisory council in submitting such plan to the Secretary. The Secretary shall consider such comments in reviewing the State plan.

(b) Required assessments

In developing the 4-year State plan, each State shall (1) make a thorough assessment of (A) the needs of adults, including educationally disadvantaged adults, eligible to be served as well as adults proposed to be served and those served and (B) the capability of existing programs and institutions to meet those needs, and (2) state the changes and improvements required in adult education to fulfill the purposes of this chapter, and the options for implementing these changes and improvements.

(c) Components of State plan

Consistent with the assessments described in subsection (b) of this section each such plan shall--

(1) set forth the goals, the methods and strategies, and the expected outcomes of programs, services, and activities during the 4-year period;

(2) describe the curriculum, equipment, and instruments that are being used by instruction personnel and indicate how current these elements are;

(3) describe the means by which the delivery of adult education services will be significantly expanded (including efforts to reach typically underserved groups such as educationally disadvantaged adults, individuals with limited English proficiency and individuals with handicaps) through the use of agencies, institutions, and organizations other than the public school system, such as businesses, labor unions, libraries, institutions of higher education, public health authorities, employment or training programs, antipoverty programs, organizations providing assistance to the homeless, and community and voluntary organizations;

(4) describe the means by which representatives of the public and private sector are involved in the development and implementation of the plan, especially in the expansion of the delivery of adult education services by cooperation and collaboration with those public and private agencies, institutions, and organizations;

(5) describe specialized efforts to attract and assist meaningful participation in adult education programs through flexible course schedules, provision of auxiliary aids and services, convenient locations, adequate transportation, and meeting child care needs;

(6) provide for the needs of persons with limited English proficiency (as defined in section 3283(a)[2] of this title[3] or no English proficiency by providing adequate appropriate language assistance to the extent necessary to all such persons so they may progress effectively through adult education programs;

(7) describe how the particular educational needs of adult immigrants, the incarcerated, persons with handicaps, the chronically unemployed, the homeless, the disadvantaged, and minorities will be addressed;

(8) describe the progress the State has made in achieving the goals set forth in each State plan subsequent to the initial State plan;

(9) describe the progress it expects to make toward achieving the purpose of this chapter during the 4-year period of the State plan;

(10) set forth the criteria the State agency will use in approving applications by eligible recipients and allocating funds made available under this chapter to such recipients;

(11) describe the methods proposed for the joint planning and coordination of programs carried out under this chapter with those conducted under applicable Federal and State programs, including the Carl D. Perkins Vocational Education Act of 1963 [20 U.S.C. 2301 et seq.], the Job Training Partnership Act [29 U.S.C. 1501 et seq.], the Rehabilitation Act of 1973 [29 U.S.C. 701 et seq.], the Education of the Handicapped Act [20 U.S.C. 1400 et seq.], the Immigration Reform and Control Act of 1986, the Higher Education Act of 1965 [20 U.S.C. 1001 et seq.] and the Domestic Volunteer Service Act [42

U.S.C. 4951 et seq.], to assure maximum use of funds under these Acts and to avoid duplication of services;
(12) describe the steps taken to utilize volunteers, particularly volunteers assigned to the Literacy Corps established under the Domestic Volunteer Service Act [42 U.S.C. 4951 et seq.] and volunteers trained in programs carried out by section 1213a of this title, but only to the extent that such volunteers supplement and do not supplant salaried employees; and
(13) describe the measures to be taken to ensure that adult education programs, services, and activities assisted under this chapter will take into account the findings or program reviews and evaluations carried out pursuant to section 1207a of this title.

(d) Limited English proficiency rule

Programs conduced under subsection (c)(6) of this section shall be designed to teach English to limited English proficient adults and, as appropriate, to allow such adults to progress effectively through the adult education program or to prepare them to enter the regular program of adult education as quickly as possible. Such programs may provide instruction in the native language, to the extent necessary, or may provide instruction exclusively in English, and shall be carried out in coordination with programs assisted under the Bilingual Education Act [20 U.S.C. 3281 et seq.] and with bilingual vocational education programs under the Carl D. Perkins Vocational Education Act [20 U.S.C. 2301 et seq.].
(Pub. L. 89-750, title III, §342, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 309.)

References in Text

The Job Training Partnership Act, referred to in subsecs. (a)(3) and (c)(11), is Pub. L. 97-300, Oct. 13, 1982, 96 Stat. 1322, as amended, which is classified generally to chapter 19 (§1501 et seq.) of Title 29, Labor. For complete classification of this Act to the Code, see Short Title note set out under section 1501 of Title 29 and Tables.
Section 3283(a) of this title, referred to in subsec. (c)(6), was in the original section 7004(a) of title VII of the Elementary and Secondary Education Act of 1965, and was translated as if it read section 7003(a) of that Act to reflect the probable intent of Congress, because the Elementary and Secondary Education Act of 1965 does not contain a section 7004, and section 7003(a) defines limited English proficiency.
The Carl D. Perkins Vocational Education Act of 1963 and the Carl D. Perkins Vocational Education Act, referred to in subsecs. (c)(11) and (d), respectively, are both Pub. L. 88-210, Dec. 18, 1963, 77 Stat. 403, as amended generally by Pub. L. 98-524, §1, Oct. 19, 1984, 98 Stat. 2435, which is classified generally to chapter 44 (§2301 et seq.) of this title. For complete classification of this Act to the Code, see Short Title note set out under section 2301 of this title and Tables.
The Rehabilitation Act of 1973, referred to in subsec. (c)(11), is Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355, as amended, which is classified principally to chapter 16 (§701 et seq.) of Title 29, Labor. For complete classification of this Act to the Code, see Short Title note set out under section 701 of Title 29 and Tables.
The Education of the Handicapped Act, referred to in subsec. (c)(11), is title VI of Pub. L. 91-230, Apr. 13, 1970, 84 Stat. 175, as amended, which is classified generally to chapter 33 (§1400 et seq.) of this title. For complete classification of this Act to the Code, see section 1400 of this title and Tables.
The Immigration Reform and Control Act of 1986, referred to in subsec. (c)(11), is Pub. L. 99-603, Nov. 6, 1986, 100 Stat. 3359, as amended. For complete classification of this Act to the Code, see Short Title of 1986 Amendments note set out under section 1101 of Title 8, Aliens and Nationality, and Tables.
The Higher Education Act of 1965, referred to in subsec. (c)(11), is Pub. L. 89-329, Nov. 8, 1965, 79 Stat. 1219, as amended, which is classified principally to chapter 28 (§1001 et seq.) of this title. For complete classification of this Act to the Code, see Short Title note set out under section 1001 of this title and Tables.
The Domestic Volunteer Service Act, referred to in subsec. (c)(11), (12), probably means the Domestic Volunteer Service Act of 1973, which is Pub. L. 93-113, Oct. 1, 1973, 87 Stat. 394, as amended, and which is classified principally to chapter 66 (§4951 et seq.) of Title 42, The Public Health and Welfare. For complete classification of this Act to the Code, see Short Title note set out under section 4951 of Title 42 and Tables.
The Bilingual Education Act, referred to in subsec. (d), is title VII of Pub. L. 89-10, as added by Pub. L. 100-297, title I, §1001, Apr. 28, 1988, 102 Stat. 274, which is classified generally to subchapter VII (§3281 et seq.) of chapter 47 of this title. For complete classification of this Act to the Code, see section 3281 of this title and Tables.

Section Referred to in Other Sections

This section is referred to in sections 1205, 1206, 1211, 1211a of this title.

§1206b. State applications

The State application submitted pursuant to section 1206 of this title shall provide assurances--
(1) that the State will provide such methods of administration as are necessary for the proper and efficient administration of this chapter;
(2) that Federal funds made available under this chapter will also be so used as to supplement the amount of State and local funds available for uses specified in this chapter, and in no case to supplant such State and local funds;
(3) that the programs, services, and activities funded in accordance with the uses specified in section 1203a of this title are designed to expand or improve the quality of adult education programs including programs for educationally disadvantaged adults, to initiate new programs of high quality, or where necessary, to maintain programs;
(4) that the State will provide such fiscal control and fundings accounting procedures as may be necessary to ensure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under this chapter); and
(5) that he State has instituted policies and procedures to ensure that copies of the State plan and all statements of general policy, rules, regulations, and procedures will be made available to the public.
(Pub. L. 89-750, title III, §343, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 311.)

Section Referred to in Other Sections

This section is referred to in section 1206 of this title.

Part E--Evaluation and State Plan Amendments

§1207. State plan amendments

(a) Timely submission

When changes are necessary in a State plan, the State shall submit amendments to its plan by July 1 preceding the fiscal year of operation to which the amendments apply.

(b) Consideration by Secretary

The Secretary shall approve, within 60 days of submission, State plan amendments which meet the requirements of this section, unless such amendments propose changes that are inconsistent with the requirements and purposes of this chapter. The Secretary shall not finally disapprove such amendments except after giving reasonable notice and an opportunity for hearing to the State agency.

(c) Transition rule

Upon a written request from a State, the Secretary shall approve a extension of 1 year, from June 30, 1988, to June 30, 1989, for the revision of any plan already approved under this section for the period July 1, 1985, through June 30, 1988.
(Pub. L 89-750, title III, §351, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 312.)

Section Referred to in Other Sections

This section is referred to in sections 1203a, 1205 of this title.

§1207a. Evaluation

In order to assist grant recipients receiving funds under this chapter to plan and operate the best possible programs of adult education, each State agency during the 4-year period of the State plan shall--
(1) annually submit data to the Secretary with respect to grant recipients;
(2) before the end of such period evaluate at least one-third of grant recipients (which are representative of all grant recipients in the State) and such evaluations shall consider--
(A) the planning and content of the program;
(B) the curriculum, instructional materials, equipment , and qualifications of all personnel;
(C) the effect of the program on the subsequent work experience of graduates; and
(D) other factors determined to affect program operation; and
(3) gather and analyze data (including standardized test data) to determine the extent to which the adult programs are achieving the goals set forth in the plan including the goal of serving educationally disadvantaged adults, and the extent to which grant recipients have improved their capacity to achieve the purposes of this chapter as set forth in section 1201 of this title
(Pub. L. 89-750, title III, §352, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 312.)

Section Referred to in Other Sections

This section is referred to in sections 1205, 1205a, 1206a, 1213b of this title.

Part F--Demonstration Projects

§1208. Special experimental demonstration projects and teacher training

(a) Use of funds

Of the funds allotted to a State under section 1201b of this title for a fiscal year, not less than 10 percent shall be used for--
(1) special projects which will be carried out in furtherance of the purposes of this chapter, which will be coordinated with other programs funded under this chapter and which--
(A) involve the use of innovative methods (including methods for educating persons with handicaps, the homeless, and persons of limited English proficiency), systems, materials, or programs which may have national significance or will be of special value in promoting effective programs under this chapter, or
(B) involve programs of adult education, including education for persons with handicaps, the homeless, and persons of limited English proficiency, which are part of community school programs, carried out in cooperation with other Federal, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies; and
(2) training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this chapter.

(b) Applications

Applications for funds under subsection (a) of this section shall include such information as the State educational agency considers appropriate, including plans for continuing the activities and services under the project after the completion of the funding.
(Pub. L. 89-750, title III, §353, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 312.)

Part G--Federal Share; Federal Administrative Responsibilities

§1209. Payments

(a) Federal share

The Federal share of expenditures to carry out a State plan shall be paid from a State's allotment available for grants to that State. The Federal share shall be--
(1) 90 percent of the cost of carrying out the State's programs for fiscal year 1988;
(2) 85 percent of such cost for fiscal year 1990;
(3) 80 percent of such cost for fiscal year 1991; and
(4) 75 percent of such cost for fiscal year 1992 and for each fiscal year thereafter, except that with respect to Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands, the Federal share of such cost shall be 100 percent.

(b) Maintenance of effort

(1) No payment may be made to any State from its allotment for any fiscal year unless the Secretary finds that the fiscal effort per student or the amount available for expenditure by such State for adult education from non-Federal sources for the second preceding fiscal year was not less than such fiscal effort per student or such amount available for expenditure for such purposes from such sources during the third preceding fiscal year.
(2) The Secretary may waive the requirement of this subsection for 1 fiscal year only, upon making a determination that such waiver would be equitable due to exceptional or uncontrollable circumstances affecting the ability of the applicant to meet such requirements, such as a natural disaster or an unforeseen and precipitous decline in financial resources.
(Pub. L. 89-750, title III, §361, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 313.)

Subchapter III--Workplace Literacy and English Literacy Grants

§1211. Business, industry, labor, and education partnerships for workplace literacy

(a) Grants for exemplary demonstration partnerships for workplace literacy

(1) Subject to subsection (b) of this section, the Secretary shall make demonstration grants to exemplary education partnerships for workplace literacy to pay the Federal share of the cost of adult education programs which teach literacy skills needed in the workplace through partnerships between--

(A) business, industry, labor organizations, or private industry councils; and

(B) State educational agencies, local educational agencies, institutions of higher education, or schools (including employment and training agencies or community-based organizations).

(2) Grants under paragraph (1) may be used--

(A) to fund 70 percent of the cost of programs which meet the requirements of paragraph (3); and

(B) for administrative costs incurred by State educational agencies and local educational agencies in establishing programs funded under subparagraph (A).

(3) Programs funded under paragraph (2)(A) shall be designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by--

(A) providing adult literacy and other basic skills, services and activities;

(B) providing adult secondary education services and activities which may lead to the completion of a high school diploma or its equivalent;

(C) meeting the literacy needs of adults with limited English proficiency;

(D) upgrading or updating basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes;

(E) improving the competency of adult workers in speaking, listening, reasoning, and problem solving; or

(F) providing education counseling, transportation, and nonworking hours child care services to adult workers while they participate in a program funded under paragraph (2)(A).

(4) An application to receive funding for a program out of a grant made to a partnership under this subsection shall--

(A) be submitted jointly by--

(i) a business, industry, or labor organization, or private industry council; and

(ii) a State educational agency, local educational agency, institution of higher education, or school (including an area vocational school, an employment and training agency, or community-based organization);

(B) set forth the respective roles of each member of the partnership;

(C) contain such additional information as the Secretary may require, including evidence of the applicant' s experience in providing literacy services to working adults;

(D) describe the plan for carrying out the requirements of paragraph (3); and

(E) provide assurances that the applicant will use the funds to supplement and not supplant funds otherwise available for the purpose of this section.

(b) Grants to States

(1) Whenever in any fiscal year, appropriations under subsection (c) of this section are equal to or exceed $50,000,000, the Secretary shall make grants to States which have State plans approved by the Secretary under section 1206a of this title to pay the Federal share of the cost of adult education programs which teach literacy skills needed in the workplace through partnerships between--

(A) business, industry, or labor organizations, or private industry councils; and

(B) State educational agencies, local educational agencies, institutions of higher education, or schools (including employment and training agencies or community-based organizations).

(2) Grants under paragraph (1) may be used--

(A) to fund 70 percent of the cost of programs which meet the requirements of paragraph (4);

(B) for administrative costs incurred by State educational agencies and local educational agencies in establishing programs funded under subparagraph (A); and

(C) for costs incurred by State educational agencies in obtaining evaluations described in paragraph (3)(A)(iii).

(3) A State shall be eligible to receive its allotment under paragraph (7)(B) if it--

(A) includes in a State plan submitted to the Secretary under section 1206a of this title a description of--

(i) the requirements for State approval of funding of a program;

(ii) the procedures under which applications for such funding may be submitted; and

(iii) the method by which the State shall obtain annual third-party evaluation of student achievement in, and overall effectiveness of services provided by, all programs which receive funding out of a grant made to the State under this section; and

(B) satisfies the requirements of section 306(a).[2]

(4) The program requirements set forth in subsection (a)(3) of this section shall apply to the program authorized by this subsection.

(5) An application to receive funding for a program from a grant made to a State under paragraph (1) shall contain the same information required in subparagraphs (A) through (E) of subsection (a)(4) of this section.

(6) If a State is not eligible for a grant under paragraph (1) of this subsection, the Secretary shall use the State's allotment under paragraph (7) to make direct grants to applicants in that State who are qualified to teach literacy skills needed in the workplace.

(7)(A) The Federal share of expenditures for programs in a State funded under this subsection shall be paid from a State's allotment under this paragraph.

(B) From the sum appropriated for each fiscal year under subsection (c) of this section for any fiscal year in which appropriations equal or exceed $50,000,000, the Secretary shall allot--

(i) $25,000 to each of American Samoa, Guam, the Northern Mariana Islands, the Trust Territory of the Pacific Islands, and the Virgin Islands; and

(ii) to each remaining State an amount which bears the same ratio to the remainder of such sum as--

(I) the number of adults in the State who do not have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools in the State, bears to

(II) the number of such adults in all States;

except that no State shall receive less than $125,000 in any fiscal year.

(C) At the end of each fiscal year, the portion of any State's allotment for that fiscal year which--
(i) exceeds 10 percent of the total allotment for the State under paragraph (2) for the fiscal year; and
(ii) remains unobligated;
shall be reallocated among the other States in the same proportion as each State's allocation for such fiscal year under paragraph (2).

(c) Authorization of appropriations

(1) There are authorized to be appropriated $30,000,000 for fiscal year 1988, $31,500,000 for the fiscal year 1989, and such sums as may be necessary for the fiscal year 1990 and each succeeding fiscal year ending prior to October 1, 1993, to carry out the provisions of this section.
(2) No funds may be appropriated under paragraph (1) of this subsection for any fiscal year unless the appropriation for this Act (other than this subchapter) for that year is equal to or greater than $110,000,000.
(3) Amounts appropriated under this subsection shall remain available until expended.
(Pub. L. 89-750, title III, §371, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 314.)

References in Text

Section 306(a), referred to in subsec. (b)(3)(B), probably means section 306(a) of Pub. L. 89-750, title III, Nov. 3, 1966, 80 Stat. 1218, as amended, which was classified to section 1205 of this title prior to the general revision of this chapter by Pub. L. 100-297. See sections 1206 to 1206b of this title.
This Act, referred to in subsec. (c)(2), means Pub. L. 89-750, Nov. 3, 1966, 80 Stat. 1191, as amended, known as the Elementary and Secondary Education Amendments of 1966. Title III of the Act, known as the Adult Education Act, is classified to this chapter. For complete classification of this Act to the Code, see Short Title of 1966 Amendment note set out under section 2701 of this title and Tables.

Section Referred to in Other Sections

This section is referred to in section 1201b of this title.

§1211a. English literacy grants

(a) Grants to States

(1) The Secretary may make grants to States which have State plans approved by the Secretary under section 1206a of this title for the establishment, operation, and improvement of English literacy programs for individuals of limited English proficiency. Such grants may provide for support services for program participants, including child care and transportation costs.
(2) A State shall be eligible to receive a grant under paragraph (1) if the State includes in a State plan submitted to the Secretary under section 1206a of this title a description of--
(A) the number of individuals of limited English proficiency in the State who need or could benefit from programs assisted under this subchapter;[2]
(B) the activities which would be undertaken under the grant and the manner in which such activities will promote English literacy and enable individuals in the State to participate fully in national life;
(C) how the activities described in subparagraph (B) will serve individuals of limited English proficiency, including the qualifications and training of personnel who will participate in the proposed activities;
(D) the resources necessary to develop and operate the proposed activities and the resources to be provided by the State; and
(E) the specific goals of the proposed activities and how achievement of these goals will be measured.
(3) The secretary may terminate a grant only if the Secretary determines that--
(A) the State has not made substantial progress in achieving the specific educational goals set out in the application; or
(B) there is no longer a need in the State for the activities funded by the grant.

(b) Set-aside for community-based organizations

A State that is awarded a grant under subsection (a) of this section shall use not less than 50 percent of funds awarded under the grant to fund programs operated by community-based organizations with the demonstrated capability to administer English proficiency programs.

(c) Report

A State that is awarded a grant under subsection (a) of this section shall submit to the Secretary a report describing the activities funded under the grant for each fiscal year covered by the grant.

(d) Demonstration program

The Secretary, subject to the availability of funds appropriated pursuant to this section, shall directly, and through grants and contracts with public and private nonprofit agencies, institutions, and organizations, carry out a program--
(1) through the Adult Education Division to develop innovative approaches and methods of literacy education for individuals of limited English proficiency utilizing new instructional methods and technologies; and
(2) to designate the Center for Applied Linguistics of the Office of Educational Research and Improvement as a national clearinghouse on literacy education for individuals of limited English proficiency to collect and disseminate information concerning effective approaches or methods, including coordination with employment training and other education programs.

(e) Evaluation and audit

The Secretary shall evaluate the effectiveness of programs conducted under this section. Programs funded under this section shall be audited in accordance with chapter 75 of title 31.

(f) Authorization of appropriations

(1) There are authorized to be appropriated $25,000,000 for the fiscal year 1988, $26,300,000 for the fiscal year 1989, $27,600,000 for the fiscal year 1990, $29,000,000 for the fiscal year 1991, $30,500,000 for the fiscal year 1992, and $32,000,000 for the fiscal year 1993 to carry out this section.
(2) Funds appropriated pursuant to this section shall remain available until expended.
(3) Funds appropriated under this subsection may be combined with other funds made available for the State by the Federal Government for literacy training for individuals with limited English proficiency.
(4) Not more than 10 percent of funds available under this section may be used to carry out the provisions of subsection (d) of this section.
(5) Not more than 5 percent of funds available under this section may be used for State administration, technical assistance, and training.

(Pub. L. 89-750, title III, §372, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, Stat. 316.)

References in Text

This subchapter, referred to in subsec. (a)(2)(A), was in the original "this chapter", and has been translated as reading "this part" to reflect the probable intent of Congress because title III of Pub. L. 89-750 which comprises this chapter does not contain any subdivisions designated as "chapters" in the original.

Section Referred to in Other Sections

This section is referred to in section 1201b of this title.

Subchapter IV--National Programs

Subchapter Referred to in Other Sections

This subchapter is referred to in section 1201b of this title.

§1213. Adult migrant farmworker and immigrant education

(a) General authority

The Secretary is authorized to carry out a program of making grants to States and local eligible recipients to support planning, developing, and evaluating programs which are designed to provide adult education programs, services, and activities to meet the special needs of migrant farmworkers and immigrants. Programs operated from such grants shall be included in a State's plan and must conform to all requirements of programs provided for by the State's basic grant. In carrying out this section, the Secretary may enter into interagency agreements with the Secretary of Health and Human Services to conduct programs in conjunction with activities authorized under the Immigration Reform and Control Act of 1986.

(b) Priority

In carrying out the provisions of this subchapter, the Secretary shall from funds reserved under section 1201b(d) of this title give first priority to the portion of the program described in subsection (a) of this section for migrant farmworkers.
(Pub. L. 89-750, title III, §381, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 317.)

References in Text

The Immigration Reform and Control Act of 1986, referred to in subsec. (a), is Pub. L. 99-603, Nov. 6, 1986, 100 Stat. 3359, as amended. For complete classification of this Act to the Code, see Short Title of 1986 Amendments note set out under section 1101 of Title 8, Aliens and Nationality, and Tables.

§1213a. Adult literacy volunteer training

(a) General authority

The Secretary is authorized to carry out a program of making grants to States and local eligible recipients to support planning, implementation, and evaluation of programs designed to train adult volunteers, especially the elderly, who wish to participate as tutors in local adult educations programs.

(b) Priority

In carrying out the provisions of this subchapter the Secretary shall from funds reserved under section 1201b(d) of this title give second priority to the portion of the program described in subsection (a) of this section for adult volunteers.
(Pub. L. 89-750, title III, §382, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 318.)

Section Referred to in Other Sections

This section is referred to in section 1206a of this title.

§1213b. State program analysis assistance and policy studies

(a) Federal assistance

(1) The Secretary is authorized to assist States in evaluating the status and progress of adult education in achieving the purposes of this chapter, and activities designed to provide such assistance shall include, but are not limited to--
(A) an analysis of State plans and of the findings of evaluations conducted pursuant to section 1207a of this title, with suggestions to State agencies for improvements in planning or program operation; and
(B) the provision of an information network (in conjunction with the National Diffusion Network) on the results of research in adult education, the operation of model or innovative programs (including efforts to continue activities and services, under the program after the Federal funding has been discontinued) successful experiences in the planning, administration, and conduct of adult education programs, advances in curriculum and instructional practices, and other information useful in the improvement of adult education.
(2) PRIORITY.--In carrying out the provisions of this subchapter the Secretary shall from funds reserved under section 1201b(d) of this title give third priority to the portion of the program described in paragraph (1) for evaluation and research.

(b) Determination of literacy

The Secretary, in consultation with the Congress shall, within the first 2 years after April 28, 1988, make a determination of the criteria for defining literacy, taking into consideration reports prepared by the National Assessment of Educational Progress and others and shall identify concretely those skills that comprise the basic educational skills needed for literate functioning. The Secretary, once the definition of literacy has been determined, shall, in consultation with the Congress and using the appropriate statistical sampling methodology, determine an accurate estimate of the number of illiterate adults in the Nation.

(c) Report on status of literacy and adult education

Subsequent to the determination of literacy and the number of illiterate individuals required in subsection (b) of this section, the Secretary shall submit a report every 4 years to the President and to the appropriate committees of the Congress on the status of literacy and adult education in the Nation.

(d) Evaluation report

Three years after April 28, 1988, and thereafter in conjunction with the report under subsection (c) of this section, the Secretary shall report to the appropriate committees of the Congress on the results of program evaluations required under this chapter and conclusions drawn therefrom regarding progress toward meeting the goals and purposes of this chapter, together with such recommendations as the Secretary may wish to make.
(Pub. L. 89-750, title III, §383, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 318.)

§1213c. National research activities

(a) Approved activities

The Secretary shall, through the Office of Educational Research and Improvement, support applied research, development, demonstration, dissemination, evaluation, and related activities which will contribute to the improvement and expansion of adult education in the Nation. Such activities shall include the establishment of a national clearinghouse to compile information on literacy curriculum and resources for adults, including youth and adults of limited English proficiency and adults with handicaps. The Secretary may support such activities directly, or through grants to, or cooperative agreements with, public or private institutions, agencies, or organizations, or individuals.

(b) Research concerning special needs

In addition to the responsibilities of the Assistant Secretary for Educational Research and Improvement under section 1221e of this title, the Assistant Secretary may, with funds available under that section, with funds available under other Federal programs, or with funds set aside under section 1201b(d) of this title, support research on the special needs of persons requiring adult education including a study of the magnitude and nature of the needs of adults with learning disabilities who are eligible for participation in adult education programs. The Assistant Secretary may support such research directly or through grants to, or contracts or cooperative agreements with, public or private institutions, agencies, or organizations.

(Pub. L. 89-750, title III, §384 as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 319.)

§1213d. Limitation

No grant may be made under this chapter for any educational program, activity, or service related to sectarian instruction or religious worship, or provided by a school or department of divinity. For purposes of this section, the term "school or department of divinity" means and institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects.

(Pub. L. 89-750, title III, §385, as added Pub. L. 100-297, title II, §2102, Apr. 28, 1988, 102 Stat. 319.)

1 So in original. Probably should be preceded by subsection designation "(a)".
2 See References in Text note below.
3 So in original. Probably should be followed by a closing parenthesis.

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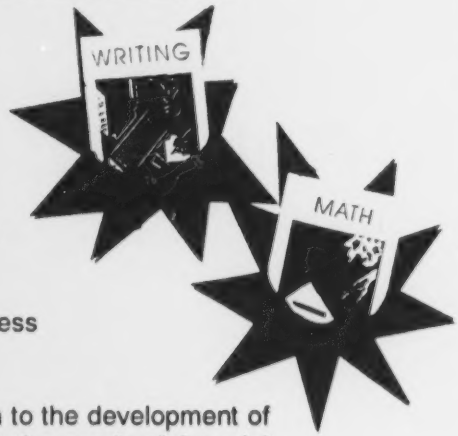

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The information presented in the tables on pages 30 to 65 in this report has been compiled from the required performance and financial reports which are submitted annually to the U.S. Department of Education, Office of Adult Education and Literacy. The Office of Adult Education and Literacy and the National Council of State Directors of Adult Education are aware of some of the difficulties in the definition and interpretation of categories noted in these reports. For example, states vary in the way they report student enrollment. Some states use a minimum of 12 hours of instruction, others may use a semester system and still others might count participants using a full time equivalent (FTE) basis. These differences are often reflective of the state agency governance patterns or differing delivery systems at the state and local level. As another example, criteria and instruments used to determine the assessment of educational levels often differ significantly from one state to another. Some states are engaged in a competency-based assessment mode while other use more academic measures to determine student educational levels and outcomes. To develop a clearer and more consistent picture of the efficacy of this program, a task force made up of representatives from both organizations are working to redefine and refine these categories.

For the purposes of this year's annual report, the following descriptions have been interpreted by each state and local program in helping to determine the educational functioning level of program participants.

Adult Education Program Level Descriptions

Beginning ABE

Instruction at this level is designed for an adult who is unable to read, write, and compute sufficiently well to meet the requirements of adult life in the United States, or an adult who lacks a mastery of basic educational skills that will enable him/her to function effectively in U.S. society. These adults are termed "educationally disadvantaged." For States using grade level measures, Beginning ABE includes grades 0 through 4.9. This term does NOT apply to foreign-born adults with limited English proficiency. States using competency-based or other measures describe the methods used to determine a participant's functioning level.

Beginning ESL

Instruction at this level is designed for an adult who has limited or no proficiency in the English language. Instructional emphasis is on listening and speaking. Literacy skills, reading and writing are introduced at this level.

Intermediate ABE

Instruction at this level is designed for an adult who has some competence in reading, writing, and computation but needs additional instruction to meet the requirements of adult life in the United States. For States using grade level measures, Intermediate ABE includes grades 5 through 8.9. This term does NOT apply to foreign-born adults with limited English proficiency. States using competency-based or other measures describe the methods used to determine a participant's educational functioning level.

Intermediate ESL

Instruction at this level is designed for an adult who has some competence in communicating in English. Instruction in reading and writing is integrated with ongoing development of speaking and listening skills.

Advanced ESL

Instruction at this level is designed for an adult who is able to communicate in English but who needs instruction in usage. At this level emphasis is placed on idioms, language for specific purposes, and grammatical structure. Reading and writing instruction is integrated with speaking and listening.

Adult Secondary Education

Instruction at this level is designed for an adult who is literate and can function in everyday life, but is not proficient. This term is equivalent to adult secondary education as defined by the State. For States using grade level measures, Adult Secondary Education includes grades 9 through 12.9. States using competency-based or other measures describe the methods used to determine a participant's educational functioning level.

Table 1

Expenditures and Enrollments

State	Federal Allotments	State/Local Expenditures	Total Allotments	Eligible Population [1]	Number Served
Alabama	$2,802,200	$2,771,481	$5,573,681	1,259,800	40,177
Alaska	403,254	1,760,960	2,164,214	63,934	5,067
Arizona	1,559,575	1,050,000	2,609,575	616,640	33,805
Arkansas	1,807,389	6,678,190	8,485,579	763,890	29,065
California	11,953,705	204,798,040	216,751,745	5,359,094	1,021,227
Colorado	1,380,439	279,198	1,659,637	545,061	12,183
Connecticut	1,842,180	10,643,075	12,485,255	759,125	46,434
Delaware	572,394	221,499	793,893	148,250	2,662
District of Columbia	629,801	4,220,535	4,850,336	176,867	19,586
Florida	5,873,650	50,171,357	56,045,007	2,682,496	419,429
Georgia	3,818,874	2,601,314	6,420,188	1,766,608	69,580
Hawaii	698,752	924,926	1,623,678	199,329	52,012
Idaho	673,262	165,813	839,075	198,532	11,171
Illinois	6,511,949	5,650,056	12,162,005	3,011,391	87,121
Indiana	3,162,322	21,264,789	24,427,111	1,457,961	44,166
Iowa	1,613,770	2,613,595	4,227,365	667,372	41,507
Kansas	1,313,997	282,500	1,596,497	517,936	10,274
Kentucky	2,812,184	280,000	3,092,184	1,264,777	28,090
Louisiana	2,896,133	5,986,224	8,882,357	1,290,389	40,039
Maine	839,526	3,303,972	4,143,498	281,414	14,964
Maryland	2,493,099	3,378,732	5,871,831	1,101,119	41,230
Massachusetts	2,991,702	9,620,066	12,611,768	1,309,752	34,220
Michigan	4,992,772	106,508,413	111,501,185	2,323,679	194,178
Minnesota	2,050,941	9,050,649	11,101,590	885,300	45,648
Mississippi	1,927,422	179,725	2,107,147	823,726	18,957
Missouri	3,081,131	1,606,738	4,687,869	1,398,846	31,815
Montana	609,191	430,012	1,039,203	166,593	6,071
Nebraska	949,073	174,442	1,123,515	336,023	6,158
Nevada	616,838	456,310	1,073,148	170,405	17,262
New Hampshire	691,701	503,406	1,195,107	207,724	7,198

Expenditures and Enrollments

State	Federal Allotments	State/Local Expenditures	Total Allotments	Eligible Population [1]	Number Served
New Jersey	$4,323,402	$19,088,811	$23,412,213	1,928,555	64,080
New Mexico	946,384	1,210,829	2,157,213	317,291	30,236
New York	10,343,163	22,475,000	32,818,163	4,720,684	156,611
North Carolina	4,244,967	18,009,631	22,254,598	1,979,014	109,740
North Dakota	599,554	237,118	836,672	161,789	3,587
Ohio	5,944,252	5,294,898	11,239,150	2,801,394	95,476
Oklahoma	1,897,419	315,708	2,213,127	808,770	24,307
Oregon	1,379,129	6,264,242	7,643,371	550,404	37,075
Pennsylvania	6,897,667	960,190	7,857,857	3,257,454	52,444
Rhode Island	847,085	1,152,534	1,999,619	284,882	7,347
South Carolina	2,376,279	6,075,276	8,451,555	1,047,480	81,200
South Dakota	615,279	94,077	709,278	169,589	3,184
Tennessee	3,317,472	460,853	3,778,325	1,516,661	41,721
Texas	8,930,958	7,564,457	16,495,415	4,081,281	218,747
Utah	747,932	3,345,916	4,093,848	235,755	24,841
Vermont	509,168	1,931,325	2,440,493	116,732	4,808
Virginia	3,422,847	2,741,150	6,163,997	1,567,357	31,649
Washington	1,919,736	4,569,810	6,489,546	812,781	31,776
West Virginia	1,557,256	1,285,292	2,842,548	639,200	21,186
Wisconsin	2,545,959	5,461,391	8,007,350	1,128,720	61,081
Wyoming	450,432	184,359	634,791	87,452	3,578
Puerto Rico	2,800,034	357,329	3,157,363	1,258,720	28,436
Guam	159,021	N/A	159,021	24,437	1,311
Virgin Islands	173,659	N/A	173,659	31,734	1,653
No. Mariana Islands	121,047	N/A	121,047	5,507	N/A
TOTAL	$140,639,249 *	$566,656,213	$707,295,462	61,267,676	3,567,370

* Includes $4,434,830 in English Literacy Allotments.

N/A Information is not available.

1 Eligible population figures are based upon data from the 1980 Census for adults 16 years old and over without a high school diploma.

Table 2

Participants by Program Level and Gender

State	Beginning ABE		Beginning ESL		Intermediate ABE		Intermediate ESL	
	Male	Female	Male	Female	Male	Female	Male	Female
Alabama	7,021	7,323	219	368	6,963	9,293	51	177
Alaska	1,157	1,157	548	536	326	397	70	76
Arizona	674	791	6,892	8,091	3,648	4,282	247	290
Arkansas	2,857	4,012	321	338	3,736	5,738	30	36
California	60,455	56,817	183,748	171,530	26,559	26,474	80,192	74,906
Colorado	1,534	1,624	770	881	1,639	1,885	429	413
Connecticut	2,436	2,325	3,598	5,446	1,400	2,152	1,641	2,792
Delaware	529	530	254	113	369	425	76	47
District of Columbia	2,594	2,657	1,077	1,137	975	1,296	1,013	1,028
Florida	42,972	41,933	42,155	43,609	26,197	25,387	10,445	12,014
Georgia	7,073	7,498	5,738	3,903	9,421	9,421	1,231	1,126
Hawaii	4,030	3,951	4,030	3,951	3,555	3,555	3,555	4,347
Idaho	1,883	1,798	616	437	2,145	1,992	125	99
Illinois	6,308	5,842	16,302	14,968	7,758	8,098	3,972	4,935
Indiana	5,717	5,076	1,014	1,105	5,801	7,041	379	606
Iowa	5,169	6,641	1,184	972	5,782	9,359	413	445
Kansas	2,047	2,415	408	644	1,405	1,712	141	237
Kentucky	3,503	3,936	90	158	5,060	7,494	30	86
Louisiana	3,369	3,332	185	270	6,051	6,523	282	299
Maine	1,150	982	307	357	1,563	1,792	117	196
Maryland	3,171	3,551	3,943	6,886	4,143	5,642	2,292	4,403
Massachusetts	3,175	2,332	3,985	5,149	4,339	3,541	1,770	2,133
Michigan	19,296	19,435	4,552	5,170	10,287	12,533	2,757	3,429
Minnesota	7,558	4,889	3,961	4,412	4,685	4,647	1,039	923
Mississippi	3,884	4,587	177	318	2,495	3,905	90	159
Missouri	5,547	5,359	1,040	1,149	5,435	6,911	479	648
Montana	597	660	48	88	1,068	1,371	17	29
Nebraska	761	680	371	299	1,228	1,671	130	126
Nevada	428	305	2,411	1,464	183	77	797	528
New Hampshire	1,025	970	201	175	1,133	1,182	137	110

Participants by Program Level and Gender

State	Advanced ESL		Adult Secondary Education		Gender Totals		Total
	Male	Female	Male	Female	Male	Female	
Alabama	792	777	3,057	4,136	18,103	22,074	40,177
Alaska	0	0	387	413	2,488	2,579	5,067
Arizona	N/A	N/A	4,090	4,800	15,551	18,254	33,805
Arkansas	11	24	4,641	7,321	11,596	17,469	29,065
California	35,016	37,585	138,303	129,642	524,273	496,954	1,021,227
Colorado	312	390	1,073	1,233	5,757	6,426	12,183
Connecticut	1,066	1,610	8,700	12,174	18,847	26,499	45,346[1]
Delaware	0	5	137	177	1,365	1,297	2,662
District of Columbia	401	473	3,753	3,202	9,813	9,773	19,586
Florida	2,235	2,392	89,410	80,680	213,414	206,015	419,429
Georgia	553	666	9,424	10,534	33,440	36,140	69,580
Hawaii	0	0	10,081	10,165	25,251	26,761	52,012
Idaho	82	73	1,003	988	5,854	5,317	11,171
Illinois	746	841	8,,493	8,858	43,579	43,542	87,121
Indiana	169	230	7,924	9,104	21,004	23,162	44,166
Iowa	231	274	4,658	6,379	17,437	24,070	41,507
Kansas	71	111	499	584	4,571	5,703	10,274
Kentucky	18	31	3,131	4,553	11,832	16,258	28,090
Louisiana	285	345	8,725	10,373	18,897	21,142	40,039
Maine	77	79	3,922	4,411	7,147	7,817	14,964
Maryland	676	1,537	1,918	3,068	16,143	25,087	41,230
Massachusetts	796	920	3,366	2,714	17,431	16,789	34,220
Michigan	1,092	1,655	51,436	62,536	89,420	104,758	194,178
Minnesota	499	577	5,973	6,485	23,715	21,933	45,648
Mississippi	91	128	1,227	1,896	7,964	10,993	18,957
Missouri	287	439	1,877	2,664	14,665	17,150	31,815
Montana	24	60	860	1,249	2,614	3,457	6,071
Nebraska	48	35	427	382	2,965	3,193	6,158
Nevada	730	349	5,972	4,020	10,521	6,741	17,262
New Hampshire	69	71	1,077	1,048	3,642	3,556	7,198

Table 2

Participants by Program Level and Gender

State	Beginning ABE		Beginning ESL		Intermediate ABE		Intermediate ESL	
	Male	Female	Male	Female	Male	Female	Male	Female
New Jersey	2,409	2,007	6,696	7,294	4,814	5,192	3,472	4,472
New Mexico	1,728	1,976	2,515	2,527	2,041	3,094	1,245	1,471
New York	10,711	12,065	20,661	24,544	17,393	23,907	4,748	6,298
North Carolina	14,155	13,603	5,534	2,489	17,129	16,052	944	889
North Dakota	448	325	90	195	486	737	45	94
Ohio	14,768	15,722	2,017	2,692	15,847	23,471	1,433	1,936
Oklahoma	2,992	3,863	579	837	3,300	5,892	381	597
Oregon	2,313	2,008	7,110	3,226	2,482	2,755	2,183	1,513
Pennsylvania	6,004	4,619	2,484	3,357	8,844	10,490	1,215	1,954
Rhode Island	1,172	806	631	731	865	974	193	274
South Carolina	10,430	7,274	648	506	7,983	9,781	211	227
South Dakota	320	347	45	84	745	821	19	46
Tennessee	6,963	10,705	609	413	8,633	10,912	387	861
Texas	17,847	18,903	23,216	22,901	15,465	17,793	8,576	9,488
Utah	776	794	712	698	372	365	395	379
Vermont	698	765	44	61	867	1,884	54	87
Virginia	2,888	2,530	4,049	3,942	4,807	5,264	2,129	2,690
Washington	3,570	4,009	4,719	4,600	2,841	3,032	1,130	1,435
West Virginia	2,909	2,409	75	150	3,054	4,787	42	58
Wisconsin	9,098	9,054	1,912	2,206	9,114	13,066	206	260
Wyoming	311	314	244	164	429	451	38	28
Puerto Rico	3,911	3,949	1,308	1,309	1,602	1,739	5,247	5,283
Guam	0	0	99	57	65	88	38	41
Virgin Islands	102	204	9	35	206	288	10	256
No. Mariana Islands	45	18	0	0	44	41	0	0
TOTAL	324,488	321,635	376,151	368,942	284,783	342,386	148,268	157,280

Participants by Program Level and Gender

State	Advanced ESL		Adult Secondary Education		Gender Totals		Total
	Male	Female	Male	Female	Male	Female	
New Jersey	4,278	5,892	8,491	9,063	30,160	33,920	64,080
New Mexico	684	788	5,218	6,949	13,431	16,805	30,236
New York	2,311	3,255	14,072	16,646	69,896	86,715	156,611
North Carolina	373	530	17,845	20,197	55,980	53,760	109,740
North Dakota	28	52	453	634	1,550	2,037	3,587
Ohio	706	935	7,012	8,937	41,783	53,693	95,476
Oklahoma	233	457	2,376	2,800	9,861	14,446	24,307
Oregon	662	663	5,786	6,374	20,536	16,539	37,075
Pennsylvania	422	719	5,657	6,679	24,626	27,818	52,444
Rhode Island	88	140	597	876	3,546	3,801	7,347
South Carolina	31	26	19,235	24,848	38,538	42,662	81,200
South Dakota	12	19	446	280	1,587	1,597	3,184
Tennessee	62	59	1,296	821	17,950	23,771	41,721
Texas	4,932	5,946	34,041	39,639	104,077	114,670	218,747
Utah	768	744	9,172	9,666	12,195	12,646	24,841
Vermont	3	9	131	225	1,777	3,031	4,808
Virginia	731	975	759	885	15,363	16,286	31,649
Washington	N/A[2]	N/A[2]	3,026	3,414	15,286	16,490	31,776
West Virginia	219	524	2,511	4,448	8,810	12,276	21,186
Wisconsin	103	97	6,564	9,401	26,997	34,084	61,081
Wyoming	43	49	679	828	1,744	1,834	3,578
Puerto Rico	1,979	2,109	N/A	N/A	14,047	14,389	28,436
Guam	10	16	435	462	647	664	1,311
Virgin Islands	47	58	124	314	498	1,155	1,653
No. Mariana Islands	0	0	9	3	98	62	160
TOTAL	65,102	75,739	531,490	570,178	1,730,282	1,836,160	3,566,442

N/A Information is not available.

1 Total does not include 1,088 participants in citizenship Americanization classes.

2 Advanced ESL is not covered in the Washington Core Competencies and is not funded with federal ABE funds in Washington State.

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Table 3

Participants by Population Group and Gender

State	American Indian or Alaskan Native		Asian or Pacific Islander		Black Not of Hispanic Origin		Hispanic		White Not of Hispanic Origin		Total (Male and Female)
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Alabama	33	46	124	387	7,951	9,288	220	238	9,775	12,115	40,177
Alaska	1,243	1,306	578	584	98	104	333	340	236	245	5,067
Arizona	592	697	1,014	1,189	630	739	9,134	10,722	4,181	4,907	33,805
Arkansas	50	49	185	284	2,729	4,875	33	249	8,296	12,012	29,065
California	1,389	1,283	80,224	78,652	18,987	20,699	365,434	341,287	58,239	55,033	1,021,227
Colorado	170	193	467	833	357	266	2,233	2,233	2,530	2,911	12,183
Connecticut	45	67	1,344	2,124	3,691	4,921	5,426	8,874	8,815	11,127	46,434
Delaware	7	1	41	82	440	487	363	203	514	524	2,662
District of Columbia	11	12	497	545	5,400	5,282	3,363	3,312	536	622	19,586
Florida	784	693	3,976	5,599	63,218	54,496	63,809	60,471	81,627	84,756	419,429
Georgia	62	57	1,946	2,655	10,874	13,179	5,654	2,701	14,904	17,548	69,580
Hawaii	417	439	1,158	1,316	5,833	6,149	6,074	5,671	11,769	13,186	52,012
Idaho	200	211	130	184	62	17	1,170	840	4,292	4,065	11,171
Illinois	158	169	2,900	5,282	7,437	6,418	18,381	14,177	14,703	17,496	87,121
Indiana	95	123	412	987	4,574	4,175	1,797	1,520	14,126	16,357	44,166
Iowa	101	119	1,380	1,259	881	1,358	862	832	14,213	20,502	41,507
Kansas	88	94	235	517	525	806	686	801	5,039	5,485	10,274
Kentucky	42	51	68	325	1,845	1,816	100	130	9,777	13,936	28,090
Louisiana	92	98	186	251	6,885	7,498	502	685	11,232	12,610	40,039
Maine	87	67	316	333	41	24	97	87	6,606	7,306	14,964
Maryland	315	326	1,968	4,265	4,271	5,823	4,448	6,830	5,141	7,843	41,230
Massachusetts	80	81	1,792	2,573	3,380	2,874	4,540	4,517	7,659	6,944	34,220
Michigan	654	766	2,416	4,313	31,663	33,218	7,645	6,379	47,042	60,082	194,178
Minnesota	1,699	1,817	3,701	4,585	4,228	3,221	2,267	1,538	11,820	10,772	45,648
Mississippi	29	46	145	346	5,966	5,717	115	137	3,709	4,747	18,957
Missouri	149	133	597	911	3,689	3,117	834	855	9,396	12,134	31,815
Montana	338	413	56	141	32	8	109	102	2,079	2,793	6,071
Nebraska	100	139	225	284	378	452	478	346	1,784	1,972	6,158
Nevada	115	94	376	528	1,187	591	5,276	3,019	3,567	2,509	17,262
New Hampshire	1	3	254	226	52	38	227	246	3,108	3,043	7,198

Participants by Population Group and Gender

State	American Indian or Alaskan Native		Asian or Pacific Islander		Black Not of Hispanic Origin		Hispanic		White Not of Hispanic Origin		Total (Male and Female)
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
New Jersey	52	65	1,614	3,805	6,060	6,157	12,917	12,793	9,517	11,100	64,080
New Mexico	1,171	1,534	269	603	264	437	8,807	10,034	2,920	4,197	30,236
New York	291	365	4,222	7,234	15,357	19,442	27,556	32,455	22,470	27,219	156,611
North Carolina	1,193	1,241	1,350	2,305	18,074	18,540	7,040	2,360	28,323	29,314	109,740[1]
North Dakota	238	274	82	250	19	28	55	78	1,156	1,407	3,587
Ohio	141	197	1,638	3,055	9,324	10,680	2,283	2,700	28,397	37,061	95,476
Oklahoma	745	1,203	482	833	2,091	2,115	1,274	1,686	5,269	8,609	24,307
Oregon	488	501	1,465	1,897	520	308	8,247	3,334	9,856	10,499	37,075
Pennsylvania	94	111	1,372	2,586	5,343	5,485	2,714	2,888	15,103	16,748	52,444
Rhode Island	31	26	244	258	427	350	706	710	2,138	2,457	7,347
South Carolina	55	122	387	771	19,913	20,681	1,067	730	17,116	20,358	81,200
South Dakota	540	425	23	96	35	21	35	38	954	1,017	3,184
Tennessee	48	54	451	934	4,227	5,396	607	399	12,617	16,988	41,721
Texas	401	424	2,741	4,386	12,371	14,193	57,731	60,725	30,833	34,942	218,747
Utah	381	449	805	918	279	165	2,370	2,252	8,360	8,862	24,841
Vermont	25	22	27	90	18	19	22	32	1,685	2,868	4,808
Virginia	19	19	2,023	3,482	3,488	2,834	3,692	4,247	6,141	5,704	31,649
Washington	642	723	2,759	4,080	957	821	3,849	2,766	7,079	8,100	31,776
West Virginia	32	59	78	195	510	498	86	120	8,104	11,504	21,186
Wisconsin	570	637	4,308	3,926	1,373	2,164	2,389	2,005	18,357	25,352	61,081
Wyoming	75	80	64	107	50	42	409	350	1,146	1,255	3,578
Puerto Rico	N/A	N/A	N/A	N/A	N/A	N/A	14,047	14,389	N/A	N/A	28,436
Guam	7	1	611	631	3	1	9	4	17	27	1,311
Virgin Islands	0	0	2	0	377	765	114	384	5	6	1,653
No. Mariana Islands	0	0	97	61	0	0	1	0	0	1	160
TOTAL	16,345	18,125	135,823	163,863	296,390	308,798	669,940	636,811	612,258	709,177	3,567,530

N/A Information is not available.

1 Total includes 8,391 Compensatory Education students.

Table 4

Participants by Age and Gender

State	16-24 Years of Age		25-44 Years of Age		45-59 Years of Age		60 Years and Over		Total (Male and Female)
	Male	Female	Male	Female	Male	Female	Male	Female	
Alabama	8,379	8,300	6,668	9,034	2,089	2,907	1,005	1,789	40,177
Alaska[1]	2,042		2,357		497		172		5,068
Arizona	7,309	8,579	6,843	8,031	1,244	1,461	155	183	33,805
Arkansas	5,771	5,844	4,350	8,113	798	2,029	677	1,483	29,065
California	178,378	138,024	270,782	260,553	59,521	73,163	15,592	25,234	1,021,227
Colorado	2,403	2,192	2,795	3,369	441	647	118	218	12,183
Connecticut	8,479	10,211	8,357	12,942	2,023	3,360	413	649	46,434
Delaware	468	429	669	599	158	197	70	72	2,662
District of Columbia	4,906	4,102	3,814	3,979	1,000	1,318	93	374	19,586
Florida	99,988	84,232	84,626	74,752	16,859	22,032	11,941	24,999	419,429
Georgia	15,411	14,226	13,287	15,788	3,506	4,354	1,236	1,772	69,580
Hawaii	3,679	6,243	7,280	15,866	3,346	6,977	2,598	6,023	52,012
Idaho	2,908	2,258	2,513	2,442	364	560	64	62	11,171
Illinois	20,966	14,571	18,460	21,970	3,125	5,246	1,028	1,755	87,121
Indiana	11,073	10,191	8,053	9,901	1,562	2,559	316	511	44,166
Iowa	6,594	7,066	6,768	8,399	2,056	2,538	2,019	6,067	41,507
Kansas	2,120	2,050	2,252	2,800	363	516	76	97	10,274
Kentucky	4,851	5,085	5,729	8,710	1,079	2,176	173	287	28,090
Louisiana	13,540	12,276	4,506	7,091	607	1,357	244	418	40,039
Maine	3,302	3,178	2,868	3,317	774	1,060	203	262	14,964
Maryland	6,501	5,916	8,326	12,962	2,227	3,697	572	1,029	41,230
Massachusetts	6,645	5,138	8,918	9,153	1,624	2,190	244	308	34,220
Michigan	37,708	36,986	35,631	39,528	9,477	12,683	6,604	15,561	194,178
Minnesota	7,605	7,051	13,056	11,464	2,326	2,642	728	776	45,648
Mississippi	3,714	4,026	3,219	5,011	834	1,551	197	405	18,957
Missouri	7,294	6,745	5,820	7,544	1,105	1,986	446	875	31,815
Montana	1,052	1,272	1,324	1,788	217	359	21	38	6,071
Nebraska	1,438	1,383	1,219	1,352	268	320	61	117	6,158
Nevada	4,318	2,678	5,377	3,316	687	632	139	115	17,262
New Hampshire	1,505	1,389	1,744	1,771	340	334	53	62	7,198

Participants by Age and Gender

State	16-24 Years of Age		25-44 Years of Age		45-59 Years of Age		60 Years and Over		Total (Male and Female)
	Male	Female	Male	Female	Male	Female	Male	Female	
New Jersey	12,083	11,279	15,216	18,049	2,305	3,787	556	805	64,080
New Mexico	6,861	7,004	5,035	7,586	1,277	1,885	258	330	30,236
New York	25,825	24,290	34,919	46,677	7,322	12,661	1,830	3,087	156,611
North Carolina	25,321	18,976	23,519	23,937	5,088	6,806	2,052	4,041	109,740
North Dakota	621	632	716	1,071	188	288	25	46	3,587
Ohio	15,255	16,938	19,904	27,452	5,560	7,873	1,064	1,430	95,476
Oklahoma	4,032	5,259	4,648	7,002	874	1,465	307	720	24,307
Oregon	10,558	7,349	8,288	7,357	1,324	1,576	366	457	37,075
Pennsylvania	8,221	7,344	12,320	14,727	2,799	3,899	1,286	1,848	52,444
Rhode Island	1,358	1,298	1,775	1,977	321	419	92	107	7,347
South Carolina	17,436	17,248	15,346	17,189	4,528	4,900	1,455	3,098	81,200
South Dakota	740	731	619	683	203	158	25	25	3,184
Tennessee	6,172	6,231	8,318	11,186	2,379	3,033	1,081	3,321	41,721
Texas	44,073	41,148	48,267	54,392	7,984	11,914	3,753	7,236	218,767
Utah	7,250	7,517	3,971	4,117	826	859	148	153	24,841
Vermont	794	1,346	725	1,294	214	314	44	77	4,808
Virginia	4,444	3,569	8,657	9,826	1,821	2,267	441	624	31,649
Washington	5,930	5,382	7,563	8,690	1,419	1,889	374	529	31,776
West Virginia	4,129	4,410	3,276	5,389	1,060	1,996	380	546	21,186
Wisconsin	8,020	9,102	11,299	15,730	2,080	3,034	5,329	6,487	61,081
Wyoming	604	679	855	1,023	142	196	29	50	3,578
Puerto Rico	6,639	6,801	3,464	3,549	2,226	2,280	1,718	1,759	28,436
Guam	461	448	151	174	29	38	6	4	1,311
Virgin Islands	305	597	175	418	28	94	12	24	1,653
No. Mariana Islands	55	51	40	13	1	0	0	0	160
TOTAL[2]	695,492	617,276	784,320	861,033	172,018	234,282	69,717	128,345	3,567,551

N/A Information is not available.

1 Data reflects total for each category only.

2 Column totals do not include Alaskan male and female participants except in the total figure of 3,567,551.

Table 5

Participant Characteristics*

State	Disabled Adults	Adults in Rural Areas	Adults in Urban Areas with High Unemployment	Immigrant Adults	Homeless Adults	Adults in Correctional Facilities	Other Institutionalized Adults	Employed Adults	Unemployed Adults	Adults on Public Assistance
Alabama	1,759	15,488	12,045	1,371	1,460	3,020	724	14,707	17,267	8,142
Alaska	233	1,598	1,969	1,048	42	297	N/A	1,989	2,937	860
Arizona	14,344	4,762	29,043	N/A	600	1,696	1,065	13,373	17,500	3,905
Arkansas	1,292	9,524	5,256	622	236	1,153	472	9,941	16,983	7,886
California	9,122	N/A	N/A	N/A	2,500	20,976	N/A	N/A	N/A	N/A
Colorado	418	5,876	6,307	3,134	25	1,327	155	4,612	3,739	1,471
Connecticut	1,002	1,938	7,874	6,222	176	448	612	22,886	15,907	7,085
Delaware	232	1,351	538	621	106	192	79	1,566	810	215
District of Columbia	165	N/A	4,197	5,905	179	1,107	54	1,158	5,460	1,328
Florida	19,530	39,943	35,904	141,967	2,070	49,763	10,759	144,220	91,575	15,560
Georgia	2,089	22,372	18,348	7,266	1,348	4,313	1,893	37,138	27,145	9,581
Hawaii	378	3,332	18,441	18,918	N/A	N/A	4,068	23,964	20,768	5,949
Idaho	489	1,664	2,970	1,093	201	1,555	58	4,432	5,458	711
Illinois	784	13,430	73,691	14,999	54	2,157	844	44,106	43,015	3,091
Indiana	3,438	8,696	11,616	3,398	280	4,624	1,112	18,637	19,632	7,545
Iowa	11,542	17,108	8,563	2,343	1,529	1,825	8,307	13,365	17,235	11,584
Kansas	694	4,969	2,617	1,094	30	493	580	3,704	5,002	1,703
Kentucky	424	6,377	780	298	366	2,622	55	10,100	14,635	2,782
Louisiana	880	10,568	8,876	682	1,101	1,307	663	11,177	15,481	4,933
Maine	955	6,737	943	909	525	1,270	433	4,627	7,312	4,449
Maryland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Massachusetts	1,705	2,078	17,984	11,448	162	4,571	53	13,927	12,965	6,067
Michigan	10,427	31,246	92,992	13,216	1,001	10,852	4,044	57,490	74,124	39,809
Minnesota	3,207	11,399	27,754	7,991	749	4,809	963	12,341	18,413	18,323
Mississippi	795	8,862	3,836	635	150	1,146	502	9,187	7,878	4,532
Missouri	1,664	6,010	3,561	3,263	520	2,702	924	11,800	15,545	5,501
Montana	701	3,253	1,359	105	139	634	87	1,952	3,235	1,250
Nebraska	599	1,740	1,459	814	24	826	134	2,422	3,097	1,325
Nevada	296	4,985	12,274	5,491	198	2,753	245	7,624	9,635	480
New Hampshire	118	564	1,635	819	128	131	286	2,847	2,442	831

Participant Characteristics*

State	Disabled Adults	Adults in Rural Areas	Adults in Urban Areas with High Unemployment	Immigrant Adults	Homeless Adults	Adults in Correctional Facilities	Other Institutionalized Adults	Employed Adults	Unemployed Adults	Adults on Public Assistance
New Jersey	1,896	3,845	38,448	16,736	200	3,258	488	35,165	28,914	2,730
New Mexico	948	14,476	6,587	7,757	213	689	548	9,109	10,491	5,586
New York	5,399	20,401	88,268	55,394	1,314	5,540	3,881	83,943	72,668	31,935
North Carolina	14,187	57,686	14,493	6,963	1,219	10,048	3,664	53,374	45,194	14,825
North Dakota	495	1,615	1,660	251	93	192	19	1,100	2,328	964
Ohio	5,724	26,694	51,485	8,950	2,458	5,406	2,449	59,095	31,508	31,508
Oklahoma	1,069	9,002	3,005	2,257	430	3,709	551	9,155	7,989	4,121
Oregon	1,622	13,862	14,384	12,810	841	1,907	159	16,465	15,900	4,585
Pennsylvania	4,982	6,188	577	6,505	1,416	3,576	2,980	20,558	31,886	13,635
Rhode Island	590	1,007	1,116	2,105	15	944	7	3,472	2,668	853
South Carolina	6,174	33,494	5,207	1,187	174	11,064	1,240	31,914	20,333	7,393
South Dakota	198	1,454	91	164	239	600	154	961	1,762	692
Tennessee	7,118	12,360	10,850	1,421	228	2,962	1,968	18,325	21,488	7,025
Texas	6,267	49,918	63,211	48,022	2,276	12,127	11,567	100,450	93,452	12,765
Utah	606	2,291	2,280	3,720	860	569	890	8,737	10,992	3,307
Vermont	540	2,844	0	181	27	90	34	1,729	1,611	1,552
Virginia	1,648	N/A	N/A	8,120	136	2,422	856	16,794	9,479	2,535
Washington	1,667	8,605	11,495	8,819	2,842	452	2,190	10,525	12,997	5,641
West Virginia	2,518	17,144	1,328	329	96	1,366	394	6,947	11,966	4,861
Wisconsin	4,669	N/A	N/A	N/A	717	2,125	N/A	21,827	19,355	267
Wyoming	208	1,452	597	719	134	296	75	1,374	1,579	581
Puerto Rico	134	13,782	14,654	330	371	894	2,560	2,001	3,412	3,412
Guam	35	N/A	N/A	414	N/A	36	20	N/A	N/A	N/A
Virgin Islands	4	670	932	14	215	10	8	1,302	351	N/A
No. Mariana Islands	0	123	0	37	0	56	3	64	96	0
TOTAL	157,980	544,753	743,498	448,875	32,413	198,907	75,876	1020,100	953,624	337,669

* Participant data may reflect more than one characteristic.

N/A Information is not available.

Table 6

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
Alabama							
# Enrolled at Each Level	13,400	1,018	17,344	242	649	7,524	40,177
# Completed That Level	4,382	345	6,645	82	100	2,750	14,304
# Progressing in Same Level	5,746	456	7,376	90	377	3,287	17,332
# Separated Before Completing That Level	3,272	217	3,323	70	172	1,487	8,541
# Moved to Higher Level	2,628	75	2,692	179	173	N/A	5,747
Alaska							
# Enrolled at Each Level	N/A	N/A	N/A	N/A	N/A	N/A	5,067
# Completed That Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Progressing in Same Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Separated Before Completing That Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Moved to Higher Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Arizona							
# Enrolled at Each Level	1,465	14,983	7,930	537	N/A	8,890	33,805
# Completed That Level	352	3,896	3,331	166	N/A	3,734	11,479
# Progressing in Same Level	1,465	14,983	7,930	537	N/A	5,156	30,071
# Separated Before Completing That Level	477	4,877	2,581	175	N/A	1,678	9,788
# Moved to Higher Level	1,113	11,087	4,599	371	N/A	N/A	17,170
Arkansas							
# Enrolled at Each Level	6,870	659	9,474	66	35	11,961	29,065
# Completed That Level	1,204	14	2,955	11	5	3,720	7,909
# Progressing in Same Level	4,713	547	5,452	48	28	7,351	18,139
# Separated Before Completing That Level	953	98	1,067	7	2	890	3,017
# Moved to Higher Level	1,134	13	2,338	9	N/A	N/A	3,494
California							
# Enrolled at Each Level	117,273	355,278	53,033	155,098	72,601	267,945	1,021,227
# Completed That Level	13,735	44,668	5,991	17,917	8,923	31,038	122,272
# Progressing in Same Level	71,401	218,997	31,480	92,336	46,394	162,196	622,804
# Separated Before Completing That Level	30,782	96,933	13,859	42,078	20,618	71,305	275,575
# Moved to Higher Level	7,689	24,191	3,379	10,149	5,098	N/A	50,506

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
Colorado							
# Enrolled at Each Level	3,158	1,651	3,524	842	702	2,306	12,183
# Completed That Level	1,278	486	1,546	307	358	1,167	5,142
# Progressing in Same Level	1,137	811	1,148	380	186	693	4,355
# Separated Before Completing That Level	743	354	830	155	158	446	2,686
# Moved to Higher Level	1,201	323	1,233	244	274	N/A	3,275
Connecticut							
# Enrolled at Each Level	4,761	9,044	3,558	4,433	2,076	20,874	45,346
# Completed That Level	1,350	3,562	1,422	2,240	1,254	10,791	20,619
# Progressing in Same Level	2,874	4,038	1,132	1,267	933	5,584	15,828
# Separated Before Completing That Level	537	1,444	1,004	926	489	4,499	8,899
# Moved to Higher Level	606	1,526	1,021	969	463	N/A	4,585
Delaware							
# Enrolled at Each Level	1,059	367	794	123	5	314	2,662
# Completed That Level	184	74	237	22	0	134	651
# Progressing in Same Level	463	108	160	51	5	115	902
# Separated Before Completing That Level	241	118	196	34	0	65	654
# Moved to Higher Level	171	67	201	16	0	N/A	455
District of Columbia							
# Enrolled at Each Level	5,231	2,214	2,271	2,041	874	6,955	19,586
# Completed That Level	1,569	755	727	551	265	2,295	6,182
# Progressing in Same Level	2,354	996	1,090	1,184	390	2,573	8,587
# Separated Before Completing That Level	1,308	443	454	306	219	2,087	4,817
# Moved to Higher Level	1,569	775	702	521	250	N/A	3,817
Florida							
# Enrolled at Each Level	84,905	85,764	51,584	22,459	4,627	170,090	419,429
# Completed That Level	32,533	23,267	12,005	6,616	1,663	48,845	124,929
# Progressing in Same Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Separated Before Completing That Level	16,751	27,230	17,487	6,717	1,264	48,047	117,496
# Moved to Higher Level[2]	35,621	35,267	22,092	9,126	1,700	73,198	177,004

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Table 6

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
Georgia							
# Enrolled at Each Level	14,571	9,641	21,834	2,357	1,219	19,958	69,580
# Completed That Level	3,807	1,184	6,329	343	276	6,719	18,658
# Progressing in Same Level	6,089	4,513	8,389	1,007	554	5,861	26,413
# Separated Before Completing That Level	4,522	3,865	6,187	948	429	6,737	22,688
# Moved to Higher Level	2,497	949	4,801	334	165	1,135	9,881
Hawaii							
# Enrolled at Each Level	N/A	N/A	N/A	N/A	N/A	N/A	52,012
# Completed That Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Progressing in Same Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Separated Before Completing That Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Moved to Higher Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Idaho							
# Enrolled at Each Level	3,682	1,053	4,068	222	155	1,991	11,171
# Completed That Level	1,159	407	1,882	71	44	859	4,422
# Progressing in Same Level	1,567	481	1,075	99	60	529	3,811
# Separated Before Completing That Level	956	165	1,111	52	51	603	2,938
# Moved to Higher Level	652	218	955	33	13	N/A	1,871
Illinois							
# Enrolled at Each Level	12,150	31,270	15,856	8,907	1,587	17,351	87,121
# Completed That Level	8,777	25,131	11,166	6,382	1,045	10,981	63,482
# Progressing in Same Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Separated Before Completing That Level	3,373	6,128	4,691	2,494	538	6,415	23,639
# Moved to Higher Level	2,241	3,767	3,608	1,357	N/A	N/A	10,973
Indiana							
# Enrolled at Each Level	10,791	2,125	12,852	974	407	17,037	44,166
# Completed That Level	2,781	588	4,417	306	125	4,382	12,599
# Progressing in Same Level	5,194	998	4,998	456	193	8,396	20,235
# Separated Before Completing That Level	2,816	539	3,417	212	89	4,259	11,332
# Moved to Higher Level	1,722	327	2,517	85	29	N/A	4,680

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
Iowa							
# Enrolled at Each Level	11,810	2,156	15,141	858	505	11,037	41,507
# Completed That Level	3,612	923	5,930	244	250	4,403	15,362
# Progressing in Same Level	5,760	972	5,235	446	167	5,566	18,146
# Separated Before Completing That Level	2,438	261	3,976	168	88	1,068	7,999
# Moved to Higher Level	1,672	590	2,423	163	172	N/A	5,020
Kansas							
# Enrolled at Each Level	4,462	1,052	3,117	378	182	1,083	10,274
# Completed That Level	1,556	340	1,437	95	58	343	3,809
# Progressing in Same Level	1,958	557	1,345	170	115	416	4,561
# Separated Before Completing That Level	948	155	335	113	29	324	1,904
# Moved to Higher Level	1,021	156	1,102	54	18	N/A	2,351
Kentucky							
# Enrolled at Each Level	7,439	248	12,554	116	49	7,684	28,090
# Completed That Level	6,210	212	9,385	97	42	5,162	21,108
# Progressing in Same Level	930	11	2,074	0	0	1,616	4,631
# Separated Before Completing That Level	389	25	1,095	19	7	906	2,441
# Moved to Higher Level	3,016	87	4,407	25	1	N/A	7,536
Louisiana							
# Enrolled at Each Level	6,701	455	12,574	581	630	19,098	40,039
# Completed That Level	1,145	32	3,949	88	89	6,306	11,609
# Progressing in Same Level	2,571	333	4,439	450	263	7,061	15,117
# Separated Before Completing That Level	2,985	90	4,186	43	278	5,731	13,313
# Moved to Higher Level	1,145	32	3,949	88	89	N/A	5,303
Maine							
# Enrolled at Each Level	2,132	664	3,355	313	156	8,344	14,964
# Completed That Level	624	184	1,186	86	53	3,423	5,556
# Progressing in Same Level	891	342	1,146	152	58	2,586	5,175
# Separated Before Completing That Level	617	138	1,023	75	45	2,335	4,233
# Moved to Higher Level	519	151	630	38	41	N/A	1,379

Table 6

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
Maryland							
# Enrolled at Each Level	6,722	10,829	9,785	6,695	2,213	4,986	41,230
# Completed That Level	1,566	5,612	2,240	3,410	1,737	1,676	16,241
# Progressing in Same Level	2,369	2,348	3,685	1,021	92	1,447	10,962
# Separated Before Completing That Level	1,499	2,294	2,311	1,320	52	882	8,358
# Moved to Higher Level	1,016	4,363	1,060	2,404	29	N/A	8,872
Massachusetts							
# Enrolled at Each Level	5,580	9,134	7,879	3,903	1,716	6,080	34,292
# Completed That Level	1,719	4,277	3,270	1,986	779	2,363	14,394
# Progressing in Same Level	2,318	2,960	2,567	1,102	532	2,067	11,546
# Separated Before Completing That Level	1,471	1,897	2,942	815	378	1,677	9,180
# Moved to Higher Level	1,427	3,549	2,744	1,763	700	N/A	10,183
Michigan							
# Enrolled at Each Level	38,731	9,721	22,821	6,186	2,747	113,972	194,178
# Completed That Level	4,787	2,875	4,535	2,004	923	24,432	39,556
# Progressing in Same Level	17,258	3,404	9,357	1,915	1,162	48,817	81,913
# Separated Before Completing That Level	16,686	3,442	8,929	2,267	662	40,723	72,709
# Moved to Higher Level	3,084	1,309	3,303	704	285	N/A	8,685
Minnesota							
# Enrolled at Each Level	12,447	8,373	9,332	1,962	1,076	12,458	45,648
# Completed That Level	4,066	3,072	3,293	800	375	4,958	16,564
# Progressing in Same Level	5,921	4,636	4,448	799	498	5,460	21,762
# Separated Before Completing That Level	2,460	665	1,591	363	203	2,040	7,322
# Moved to Higher Level	1,779	1,445	2,092	591	217	2,546	8,670
Mississippi							
# Enrolled at Each Level	8,471	495	6,400	249	219	3,123	18,957
# Completed That Level	2,119	246	1,964	120	53	1,116	5,618
# Progressing in Same Level	3,926	143	2,636	90	123	1,188	8,106
# Separated Before Completing That Level	2,426	106	1,800	39	43	819	5,233
# Moved to Higher Level	1,436	101	1,362	53	28	N/A	2,980

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
Missouri							
# Enrolled at Each Level	10,886	2,189	12,346	1,127	726	4,541	31,815
# Completed That Level	3,543	727	4,706	453	130	2,346	11,905
# Progressing in Same Level	5,231	1,082	4,769	509	287	1,707	13,585
# Separated Before Completing That Level	3,220	520	3,431	230	205	882	8,488
# Moved to Higher Level	3,054	712	3,767	363	114	N/A	8,010
Montana							
# Enrolled at Each Level	1,257	136	2,439	46	84	2,109	6,071
# Completed That Level	486	19	1,219	23	8	1,180	2,935
# Progressing in Same Level	389	105	624	17	71	370	1,576
# Separated Before Completing That Level	382	12	596	6	5	559	1,560
# Moved to Higher Level	333	15	654	11	3	N/A	1,016
Nebraska							
# Enrolled at Each Level	1,442	670	2,898	256	83	809	6,158
# Completed That Level	382	125	1,134	95	24	523	2,283
# Progressing in Same Level	641	320	985	86	39	145	2,216
# Separated Before Completing That Level	419	225	779	75	20	141	1,659
# Moved to Higher Level	284	94	706	68	20	N/A	1,172
Nevada							
# Enrolled at Each Level	731	3,875	260	1,325	1,079	9,992	17,262
# Completed That Level	389	1,330	199	503	426	1,460	4,307
# Progressing in Same Level	661	2,187	168	724	671	6,671	11,082
# Separated Before Completing That Level	351	876	88	344	165	3,065	4,889
# Moved to Higher Level	227	780	110	311	233	210	1,871
New Hampshire							
# Enrolled at Each Level	1,995	376	2,315	247	140	2,215	7,198
# Completed That Level	276	102	326	91	84	821	1,700
# Progressing in Same Level	1,473	156	1,624	73	36	823	4,185
# Separated Before Completing That Level	246	118	365	83	20	481	1,313
# Moved to Higher Level	232	81	301	83	73	N/A	770

Table 6

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
New Jersey							
# Enrolled at Each Level	4,416	13,990	10,006	7,944	10,170	17,554	64,080
# Completed That Level	396	1,381	710	960	1,067	4,233	8,747
# Progressing in Same Level	2,837	6,963	5,814	3,994	4,974	9,460	34,042
# Separated Before Completing That Level	1,183	5,646	3,482	2,990	4,129	3,861	21,291
# Moved to Higher Level	350	1,280	652	875	950	N/A	4,107
New Mexico							
# Enrolled at Each Level	3,704	5,042	5,135	2,716	1,472	12,167	30,236
# Completed That Level	1,103	2,193	1,789	791	522	5,727	12,125
# Progressing in Same Level	2,136	2,687	2,419	1,363	475	5,800	14,880
# Separated Before Completing That Level	757	1,146	1,053	449	209	2,142	5,756
# Moved to Higher Level	547	1,321	1,232	451	150	76	3,777
New York							
# Enrolled at Each Level	22,776	45,205	41,300	11,046	5,566	30,718	156,611
# Completed That Level	4,167	9,363	6,925	3,824	1,902	16,116	42,297
# Progressing in Same Level	14,533	27,833	18,855	5,399	2,479	6,102	75,201
# Separated Before Completing That Level	4,076	8,009	15,520	1,823	1,185	8,500	39,113
# Moved to Higher Level	4,125	5,335	5,905	1,675	1,140	N/A	18,180
North Carolina							
# Enrolled at Each Level	27,758	8,023	33,181	1,833	903	38,042	109,740
# Completed That Level	4,775	1,422	9,255	776	310	12,135	28,673
# Progressing in Same Level	17,031	3,753	15,122	491	372	16,177	52,946
# Separated Before Completing That Level	5,952	2,848	8,804	566	221	9,730	28,121
# Moved to Higher Level	3,210	732	6,355	460	247	N/A	11,004
North Dakota							
# Enrolled at Each Level	751	300	1,240	124	83	1,089	3,587
# Completed That Level	290	51	478	18	20	545	1,402
# Progressing in Same Level	277	208	484	80	41	317	1,407
# Separated Before Completing That Level	180	35	234	19	20	188	676
# Moved to Higher Level	261	30	436	17	2	N/A	746

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education†	Total
Ohio							
# Enrolled at Each Level	30,490	4,709	39,318	3,369	1,641	15,949	95,476
# Completed That Level	12,283	2,719	16,566	2,105	651	7,922	42,246
# Progressing in Same Level	10,517	1,161	12,824	762	744	5,269	31,277
# Separated Before Completing That Level	7,690	829	9,928	502	246	2,758	21,953
# Moved to Higher Level	7,900	828	11,275	513	220	N/A	20,736
Oklahoma							
# Enrolled at Each Level	6,855	1,416	9,192	978	690	5,176	24,307
# Completed That Level	2,972	608	3,480	313	272	1,955	9,600
# Progressing in Same Level	2,406	596	3,340	452	267	1,751	8,812
# Separated Before Completing That Level	1,477	212	2,372	213	151	1,470	5,895
# Moved to Higher Level	1,740	187	2,379	272	184	N/A	4,762
Oregon							
# Enrolled at Each Level	4,321	10,336	5,237	3,696	1,325	12,160	37,075
# Completed That Level	549	1,103	999	411	171	3,204	6,437
# Progressing in Same Level	2,700	6,673	2,938	2,644	885	5,716	21,556
# Separated Before Completing That Level	1,072	2,560	1,300	641	269	3,240	9,082
# Moved to Higher Level	427	810	845	414	127	N/A	2,623
Pennsylvania							
# Enrolled at Each Level	10,623	5,841	19,334	3,169	1,141	12,336	52,444
# Completed That Level	1,934	1,648	7,446	891	355	5,361	17,635
# Progressing in Same Level	5,539	2,022	5,385	1,225	361	2,670	17,202
# Separated Before Completing That Level	3,150	2,171	6,503	1,053	425	4,305	17,607
# Moved to Higher Level	436	1,297	1,585	903	338	N/A	4,559
Rhode Island							
# Enrolled at Each Level	1,987	1,362	1,839	467	228	1,473	7,356
# Completed That Level	873	532	896	290	148	744	3,483
# Progressing in Same Level	886	588	744	133	84	520	2,955
# Separated Before Completing That Level	225	292	282	69	21	208	1,097
# Moved to Higher Level	518	413	568	155	77	N/A	1,731

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Table 6

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
South Carolina							
# Enrolled at Each Level	17,713	1,145	17,764	438	57	44,083	81,200
# Completed That Level	4,720	301	4,833	132	44	16,288	26,318
# Progressing in Same Level	9,380	574	10,266	284	1	18,222	38,727
# Separated Before Completing That Level	3,613	270	2,665	22	12	9,573	16,155
# Moved to Higher Level	2,144	193	2,610	84	27	N/A	5,058
South Dakota							
# Enrolled at Each Level	667	129	1,566	65	31	726	3,184
# Completed That Level	233	41	553	20	14	396	1,263
# Progressing in Same Level	311	57	666	29	8	134	1,205
# Separated Before Completing That Level	123	31	347	10	9	196	716
# Moved to Higher Level	119	35	483	21	3	N/A	661
Tennessee							
# Enrolled at Each Level	17,068	1,022	19,545	1,248	121	2,117	41,721
# Completed That Level	1,699	136	2,986	103	45	378	5,347
# Progressing in Same Level	14,250	786	11,505	908	76	997	28,552
# Separated Before Completing That Level	1,719	100	5,054	237	0	742	7,852
# Moved to Higher Level	1,699	136	2,986	105	45	N/A	4,969
Texas							
# Enrolled at Each Level	36,750	46,177	53,258	18,064	10,878	73,680	218,747
# Completed That Level	16,206	16,695	11,232	7,858	4,377	32,989	92,357
# Progressing in Same Level	15,901	19,294	13,149	6,868	3,735	29,691	88,638
# Separated Before Completing That Level	4,643	7,123	8,877	3,338	2,766	11,000	37,747
# Moved to Higher Level	5,777	9,291	5,890	3,876	2,322	N/A	27,156
Utah							
# Enrolled at Each Level	1,570	1,410	737	774	1,512	18,838	24,841
# Completed That Level	1,901	1,114	1,685	615	1,201	2,186	8,702
# Progressing in Same Level	N/A	N/A	N/A	N/A	N/A	N/A	6,885
# Separated Before Completing That Level	N/A	N/A	N/A	N/A	N/A	N/A	9,254
# Moved to Higher Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
Vermont							
# Enrolled at Each Level	1,463	105	2,751	121	12	356	4,808
# Completed That Level	227	5	602	11	1	181	1,027
# Progressing in Same Level	934	89	1,565	95	11	128	2,822
# Separated Before Completing That Level	302	11	584	15	1	47	960
# Moved to Higher Level	95	10	359	10	0	N/A	474
Virginia							
# Enrolled at Each Level	5,418	7,991	10,071	4,819	1,706	1,644	31,649
# Completed That Level	1,280	2,077	1,135	1,332	476	1,303	7,603
# Progressing in Same Level	2,325	2,454	5,172	1,418	448	88	11,905
# Separated Before Completing That Level	1,813	2,940	3,764	1,801	704	253	11,275
# Moved to Higher Level	1,027	983	713	794	285	N/A	3,802
Washington							
# Enrolled at Each Level	7,233	8,888	5,195	2,514	N/A[3]	6,077	29,907
# Completed That Level	1,740	2,984	1,657	1,037	N/A[3]	2,432	9,850
# Progressing in Same Level	2,818	3,690	1,821	946	N/A[3]	1,866	11,141
# Separated Before Completing That Level	2,012	1,817	1,493	393	N/A[3]	1,508	7,223
# Moved to Higher Level	1,350	1,909	864	526	N/A[3]	1,014	5,663
West Virginia							
# Enrolled at Each Level	5,318	225	7,841	100	743	6,959	21,186
# Completed That Level	2,106	143	3,612	63	491	4,160	10,575
# Progressing in Same Level	2,585	62	3,400	28	180	2,571	8,826
# Separated Before Completing That Level	627	20	829	9	72	228	1,785
# Moved to Higher Level	1,066	50	2,100	53	298	N/A	3,567
Wisconsin							
# Enrolled at Each Level	22,270	N/A	22,646	N/A	N/A	16,165	61,081[4]
# Completed That Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Progressing in Same Level	17,257	N/A	16,271	N/A	N/A	15,702	49,230[4]
# Separated Before Completing That Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Moved to Higher Level	3,976	N/A	6,119	N/A	N/A	N/A	10,095[4]

Table 6

Participant Progress by Educational Level*

State	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
Wyoming							
# Enrolled at Each Level	551	468	966	52	0	1,541	3,578
# Completed That Level	135	222	339	65	36	738	1,535
# Progressing in Same Level	250	234	398	76	36	417	1,411
# Separated Before Completing That Level	189	152	285	23	20	359	1,028
# Moved to Higher Level	95	121	244	29	11	N/A	500
Puerto Rico							
# Enrolled at Each Level	7,860	2,617	3,341	10,530	4,088	N/A	28,436
# Completed That Level	6,946	2,266	3,087	9,226	3,665	N/A	25,190
# Progressing in Same Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# Separated Before Completing That Level	914	351	254	1,304	423	N/A	3,246
# Moved to Higher Level	7,860	2,617	3,341	10,530	4,088	N/A	28,436
Guam							
# Enrolled at Each Level	0	156	153	79	26	897	1,311
# Completed That Level	0	51	26	19	6	0	102
# Progressing in Same Level	0	24	35	18	1	897	975
# Separated Before Completing That Level	0	81	92	42	19	0	234
# Moved to Higher Level	0	1	1	3	0	N/A	5
Virgin Islands							
# Enrolled at Each Level	306	44	494	266	105	438	1,653
# Completed That Level	274	40	450	217	105	400	1,486
# Progressing in Same Level	274	40	450	217	105	400	1,486
# Separated Before Completing That Level	32	4	44	49	N/A	38	167
# Moved to Higher Level	265	44	420	200	105	N/A	1,034
No. Mariana Islands							
# Enrolled at Each Level	63	0	85	0	0	12	160
# Completed That Level	23	0	27	0	0	3	53
# Progressing in Same Level	9	0	22	0	0	3	34
# Separated Before Completing That Level	40	0	58	0	0	9	107
# Moved to Higher Level	0	0	0	0	0	N/A	0

Participant Progress by Educational Level*

	Beginning ABE	Beginning ESL	Intermediate ABE	Intermediate ESL	Advanced ESL	Adult Secondary Education[1]	Total
State Totals							
# Enrolled at Each Level	638,052	731,981	619,513	296,955	139,640	1,080,834	3,057,575
# Completed That Level	172,423	174,568	184,194	76,192	34,948	307,323	949,648
# Progressing in Same Level	280,456	346,272	247,977	132,439	68,517	412,579	1,488,240
# Separated Before Completing That Level	145,057	189,883	163,478	75,702	37,131	270,506	881,757
# Moved to Higher Level	124,076	119,673	136,110	52,076	20,807	78,179	530,921

* All figures except enrollment figures may reflect some duplicate counts.

N/A Information is not available.

1 U.S. Department of Education does not require states to collect data for adult secondary education students who move to a higher level.

2 Categorized in Florida as "Continuing Students".

3 Advanced ESL is not covered in the Washington Core Competencies and is not funded with federal ABE funds in Washington State.

4 Totals include ESL students.

Table 7

Reasons for Leaving Program*

State	Health Reasons	Child Care Needs	Transportation Difficulties	Family Issues	Class Site/ Location	Inappropriate for Participant's Needs	Class Schedule Meeting Times	Changed Address	Took a Job/ Advanced in a Job	Completed Objectives and Other Reasons†	Unknown Reasons
Alabama	501	413	950	495	223	1,484	312	2,212	1,347	8,092	4,065
Alaska	135	50	119	111	53	91	147	246	N/A	110	189
Arizona	564	378	947	872	507	1,568	1,199	N/A	N/A	24,017	3,753
Arkansas	219	103	205	193	51	473	143	914	425	972	477
California	20,413	20,587	11,783	20,413	N/A	N/A	N/A	40,826	40,837	30,611	112,271
Colorado	108	100	89	161	50	230	105	666	318	415	446
Connecticut	644	399	423	605	146	1,101	907	1,153	625	1,487	3,881
Delaware	71	36	63	63	11	62	20	118	80	65	102
District of Columbia	140	132	120	144	101	120	139	190	129	200	5,402
Florida	3,473	2,571	2,703	2,750	1,141	3,659	1,675	6,932	4,914	14,800	46,447
Georgia	1,128	1,760	1,782	1,320	664	2,168	1,092	2,848	1,669	8,885	11,100
Hawaii	415	496	335	479	194	276	269	824	N/A	6,227	3,045
Idaho	80	60	72	78	17	207	59	556	261	197	1,459
Illinois	796	709	745	625	97	1,030	704	1,479	1,940	5,049	10,465
Indiana	763	802	800	957	191	1,814	593	2,606	1,542	5,483	4,592
Iowa	933	790	547	1,562	194	930	312	3,103	1,315	4,832	1,311
Kansas	176	189	163	284	103	438	139	628	254	928	1,434
Kentucky	459	199	330	596	94	739	185	1,019	1,026	24,571	1,533
Louisiana	516	587	759	617	105	1,655	358	1,251	1,344	4,719	3,617
Maine	307	198	169	282	23	535	125	812	272	1,029	1,505
Maryland	242	345	314	340	79	364	298	494	300	665	6,043
Massachusetts	621	629	302	760	160	932	369	1,695	756	1,217	2,180
Michigan	4,638	3,610	4,497	6,218	932	2,895	2,214	6,054	7,429	2,583	24,334
Minnesota	424	1,314	509	509	219	1,354	614	1,321	860	25,174	4,309
Mississippi	403	572	725	348	118	577	181	715	763	1,005	1,424
Missouri	647	237	228	968	156	1,032	382	2,253	1,647	6,572	3,557
Montana	349	655	263	137	44	536	352	542	1,038	538	598
Nebraska	137	94	69	136	32	150	31	457	301	1,222	494
Nevada	98	242	318	201	65	1,567	161	1,054	477	N/A	1,561
New Hampshire	88	29	54	106	10	235	49	150	115	158	319

Reasons for Leaving Program*

State	Health Reasons	Child Care Needs	Transportation Difficulties	Family Issues	Class Site/ Location	Inappropriate for Participant's Needs	Class Schedule Meeting Times	Changed Address	Took a Job/ Advanced in a Job	Completed Objectives and Other Reasons†	Unknown Reasons
New Jersey	1,130	830	1,125	1,441	113	1,458	2,859	748	1,412	N/A	10,453
New Mexico	158	349	346	213	109	506	417	466	497	1,182	4,037
New York	2,988	2,129	1,727	3,220	1,206	3,660	2,348	5,439	3,816	10,010	14,186
North Carolina	2,350	3,120	3,633	2,991	475	3,049	642	5,442	2,231	8,204	7,923
North Dakota	58	35	48	41	11	107	50	141	192	187	239
Ohio	1,913	2,440	1,619	2,255	619	2,315	1,391	2,565	2,042	3,761	7,179
Oklahoma	347	401	491	395	74	1,042	147	1,327	785	1,632	2,365
Oregon	341	266	298	377	111	690	514	1,432	466	2,358	6,820
Pennsylvania	1,039	654	493	1,092	106	1,919	951	1,444	1,602	3,321	5,006
Rhode Island	97	100	157	100	47	130	119	163	145	121	242
South Carolina	1,291	1,205	987	703	183	2,683	430	2,440	2,540	9,391	7,809
South Dakota	57	82	82	107	29	189	30	175	158	391	179
Tennessee	549	266	294	545	119	965	893	2,010	2,068	3,748	7,852
Texas	3,067	4,105	6,173	5,121	2,716	6,296	6,488	12,079	5,172	18,773	27,511
Utah	441	542	824	754	240	877	488	2,003	3,091	784	2,301
Vermont	113	32	37	212	5	212	28	400	194	330	177
Virginia	532	222	300	749	109	397	151	2,582	2,290	6,167	3,601
Washington	528	400	447	637	293	623	526	1,980	1,233	1,074	3,823
West Virginia	453	725	527	517	121	630	438	587	763	5,071	3,624
Wisconsin	1,175	964	582	1,037	147	1,851	1,127	2,413	2,392	39,854	9,539
Wyoming	45	54	26	81	0	138	43	264	92	530	566
Puerto Rico	437	231	252	246	63	538	114	395	370	313	287
Guam	3	6	4	4	1	N/A	7	5	2	2	N/A
Virgin Islands	10	12	15	7	10	N/A	4	12	17	51	22
No. Mariana Islands	0	1	0	17	0	0	0	1	2	9	93
TOTAL	58,610	57,435	50,870	65,176	12,687	58,475	33,339	129,571	105,536	294,885	385,753

* May include duplicate count; participants often cite more than one reason for departure.

N/A Information is not available.

† This category includes reasons such as: program termination, entering another training program, death, incarceration, pregnancy, childbirth, marriage, job promotion, release from prison or rehabilitation center, expulsion, entering military service, conflict with work schedule, financial problems, social pressure, legal problems, and natural disasters.

Table 8

Participant Outcomes/Achievements*

State	Obtained a High School Diploma	Passed the GED Test	Entered Other Educational or Training Program	Received U.S. Citizenship	Registered to Vote for the First Time	Gained Employment	Changed or Upgraded to a Better Job	Removed From Public Assistance	Met Personal Objectives and Achievements[1]
Alabama	185	2,999	3,417	47	1,070	2,422	1,500	578	27,545
Alaska	185	1,079	789	75	142	844	340	196	4,988
Arizona	N/A	1,116	N/A	N/A	N/A	1,118	N/A	186	8,347
Arkansas	124	5,197	573	30	138	643	154	57	N/A
California	12,023	30,298	66,845	14,000	N/A	N/A	N/A	N/A	N/A
Colorado	152	1,280	809	113	52	632	519	64	1,347
Connecticut	1,803	4,164	1,938	235	N/A	891	4,776	172	12,481
Delaware	73	154	273	15	20	157	128	18	3,789
District of Columbia	252	575	242	25	N/A	1,320	4,231	58	N/A
Florida	3,010	19,287	19,611	878	1,502	9,966	5,424	1,202	433,542
Georgia	621	6,662	3,507	153	N/A	4,411	2,814	589	8,048
Hawaii	916	839	2,182	N/A	N/A	1,823	2,080	215	41,734
Idaho	726	1,441	458	75	N/A	235	450	18	74
Illinois	700	4,325	523	160	4,559	3,012	1,213	64	N/A
Indiana	2,040	5,244	3,252	105	N/A	3,692	2,655	741	6,631
Iowa	3,051	3,763	6,190	183	N/A	5,574	4,906	1,385	1,257
Kansas	465	3,294	2,000	183	N/A	769	407	174	387
Kentucky	487	4,010	1,430	17	50	1,716	571	122	30,592
Louisiana	6,615	6,615	1,909	73	N/A	2,066	1,126	640	1,193
Maine	777	2,646	1,441	42	326	1,238	565	700	10,675
Maryland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Massachusetts	460	3,201	2,518	152	4	1,571	1,680	444	851
Michigan	7,747	6,416	7,836	341	N/A	10,945	5,153	5,855	998
Minnesota	5,250	4,652	4,252	219	690	1,953	9,718	2,060	49,504
Mississippi	N/A	2,091	1,499	46	383	1,614	1,170	291	198
Missouri	33	2,978	2,019	152	N/A	2,726	1,188	881	1,125
Montana	21	699	955	5	N/A	1,102	153	243	582
Nebraska	248	1,663	639	29	32	411	173	46	142
Nevada	922	960	138	69	N/A	138	40	34	112
New Hampshire	264	557	410	10	13	245	144	165	N/A

Participant Outcomes/Achievements*

State	Obtained a High School Diploma	Passed the GED Test	Entered Other Educational or Training Program	Received U.S. Citizenship	Registered to Vote for the First Time	Gained Employment	Changed or Upgraded to a Better Job	Removed From Public Assistance	Met Personal Objectives and Achievements[1]
New Jersey	1,620	1,345	1,551	64	39	1,390	931	44	N/A
New Mexico	951	2,203	2,716	212	N/A	1,556	609	707	3,312
New York	1,259	14,857	8,517	916	N/A	8,655	9,695	1,855	N/A
North Carolina	3,303	10,050	6,971	140	1,483	5,002	5,509	592	108,586
North Dakota	21	534	429	7	0	407	71	63	722
Ohio	157	9,486	6,616	182	5,770	6,473	14,804	2,964	0
Oklahoma	129	3,032	1,890	82	259	1,178	649	238	464
Oregon	477	1,758	1,656	44	N/A	959	525	100	2,444
Pennsylvania	3,733	3,566	4,458	157	N/A	2,832	1,468	577	66,259
Rhode Island	19	927	487	58	50	227	203	22	3
South Carolina	1,487	2,551	6,818	32	1,702	3,047	2,036	429	44,228
South Dakota	89	601	277	8	N/A	453	95	53	37
Tennessee	0	2,503	6,471	54	N/A	2,068	1,184	1,299	N/A
Texas	1,243	13,218	6,710	2,102	1,985	9,698	8,751	523	7,168
Utah	2,186	1,274	2,504	N/A	N/A	3,091	1,320	750	3,586
Vermont	64	511	296	9	114	304	197	49	716
Virginia	87	1,330	1,552	77	100	1,982	901	63	91,405
Washington	368	2,375	2,030	293	153	1,804	752	171	9,554
West Virginia	32	2,086	1,885	3	134	901	1,262	146	21,203
Wisconsin	N/A	2,808	5,007	803	299	2,392	823	N/A	3,082
Wyoming	163	652	422	140	4	597	117	57	2,401
Puerto Rico	73	190	222	333	299	478	170	39	N/A
Guam	54	72	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Virgin Islands	142	75	34	8	N/A	57	N/A	N/A	N/A
No. Mariana Islands	0	9	4	0	0	0	0	0	53
TOTAL	66,807	206,218	207,178	23,156	21,372	118,785	105,350	27,939	1,011,365

* Number of participants may be duplicated.

N/A Information is not available.

1 This category includes outcomes and achievements such as: improved basic skills for personal satisfaction and increased self-confidence, learned the English language, improved life coping skills, learned to read, helped children/grandchildren with schoolwork, set an example for children/grandchildren, obtained a driver's license or CDL, began seeking employment, improved educational skills to hold a job, planned to continue education, released from prison, total GED certificates issued, entered the military, developed initiative, received training in income tax preparation, or started own business.

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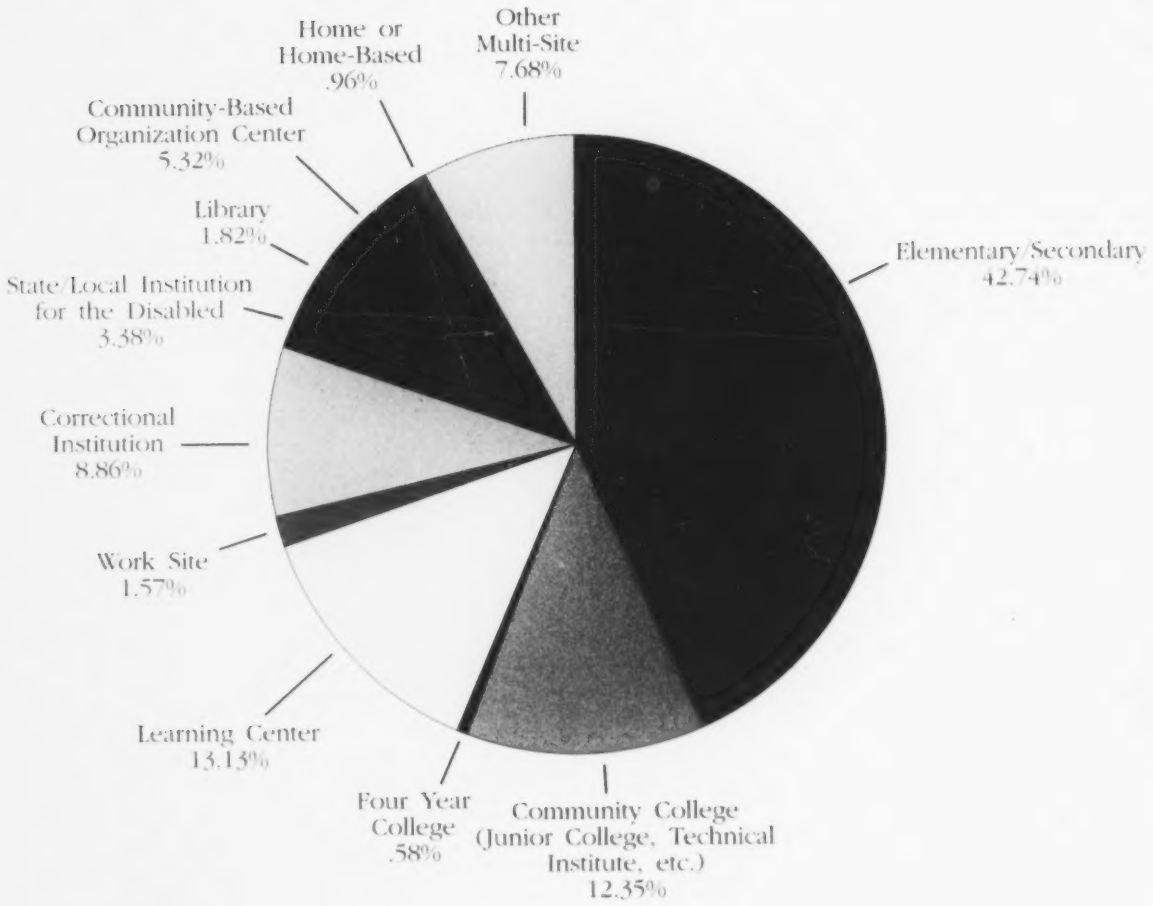
Table 9

Participants by Class Location



Location	Participants
Elementary/Secondary School	1,513,922
Community College	437,567
Four Year College	20,500
Learning Center	465,049
Work Site	55,560
Correctional Institution	313,790
State/Local Institution for the Disabled	119,612
Library	64,640
Community-Based Organization Center	188,464
Home or Home-Based	34,069
Other Multi-Site	271,899
TOTAL	3,485,072[1]

1 Total does not include Alaskan and Hawaiian participants.

Table 9

Participants by Class Location

State	Elementary/ Secondary School	Community College (Junior College, Technical Institute, etc.)	Four-Year College	Learning Center	Correctional Institution	State/Local Institution for the Disabled
Alabama	10,615	7,168	403	6,563	4,560	1,296
Alaska	N/A	N/A	N/A	N/A	N/A	N/A
Arizona	20,438	9,871	0	*	1,696	32
Arkansas	3,007	6,301	1,693	9,773	1,259	417
California	676,170	114,468	N/A	N/A	16,186	61,633
Colorado	3,224	3,263	30	2,820	1,129	135
Connecticut	21,816	371	0	14,224	470	502
Delaware	750	288	0	324	194	234
District of Columbia	9,524	N/A	N/A	7,793	1,107	54
Florida	173,029	38,794	139	44,548	48,139	12,106
Georgia	18,274	9,695	405	1,932	4,412	1,965
Hawaii	N/A	N/A	N/A	N/A	N/A	N/A
Idaho	953	1,936	986	4,448	1,555	26
Illinois	20,732	25,588	1,968	11,365	2,511	823
Indiana	17,342	1,932	176	12,121	4,276	1,316
Iowa	1,680	10,481	457	5,958	1,757	7,620
Kansas	1,072	2,951	19	3,373	512	279
Kentucky	4,350	606	0	12,592	2,646	84
Louisiana	13,102	5,781	575	16,291	1,307	665
Maine	4,499	102	102	7,135	952	345
Maryland	27,287	754	22	1,734	1,721	546
Massachusetts	8,313	1,277	47	11,592	5,110	0
Michigan	85,734	3,586	1,309	18,347	10,393	3,176
Minnesota	5,969	1,708	278	13,402	4,443	451
Mississippi	7,834	2,619	536	2,372	1,111	487
Missouri	8,194	2,088	23	11,508	2,809	1,022
Montana	2,363	975	29	1,382	522	18
Nebraska	1,054	2,324	24	532	716	83
Nevada	5,378	3,558	676	1,968	2,784	589
New Hampshire	3,123	N/A	N/A	N/A	131	26

Participants by Class Location

State	Work Site	Library	Community-Based Organization Center	Home or Home-Based	Other Multi-Site	Total
Alabama	1,616	990	4,741	80	2,145	40,177
Alaska	N/A	N/A	N/A	N/A	N/A	5,067[1]
Arizona	397	102	1,175	0	94	33,805
Arkansas	1,485	67	263	1,129	3,673	29,065
California	N/A	20,425	12,395	N/A	N/A	1,021,277
Colorado	24	107	875	147	451	12,183
Connecticut	549	365	2,952	989	4,196	46,434
Delaware	105	189	558	10	10	2,662
District of Columbia	443	106	409	150	N/A	19,586
Florida	4,623	1,968	10,931	1,764	83,388	419,429
Georgia	2,943	1,392	2,062	1,164	5,122	69,364
Hawaii	N/A	N/A	N/A	N/A	N/A	52,012[1]
Idaho	85	233	666	198	152	11,238
Illinois	380	2,235	1,924	147	19,448	87,121
Indiana	719	1,166	3,477	176	1,465	44,166
Iowa	1,398	1,102	4,902	666	5,506	41,507
Kansas	24	389	591	66	998	10,274
Kentucky	1,041	548	1,132	2,864	2,227	28,090
Louisiana	99	121	1,117	105	878	40,039
Maine	175	173	475	629	377	14,964
Maryland	993	961	1,429	165	5,618	41,230
Massachusetts	593	998	4,699	598	993	34,220
Michigan	2,622	883	12,034	836	33,972	172,892
Minnesota	667	641	4,263	195	13,631	45,648
Mississippi	932	620	1,489	73	884	18,957
Missouri	562	525	3,767	13	1,232	31,743
Montana	8	27	102	466	179	6,071
Nebraska	56	436	186	121	626	6,158
Nevada	125	361	1,682	26	115	17,262
New Hampshire	125	N/A	1,762	1,929	102	7,198

Table 9

Participants by Class Location

State	Elementary/ Secondary School	Community College (Junior College, Technical Institute, etc.)	Four-Year College	Learning Center	Correctional Institution	State/Local Institution for the Disabled
New Jersey	33,322	5,382	736	19,224	5,258	2,384
New Mexico	6,843	11,337	1,274	5,557	674	93
New York	68,424	9,153	1,962	19,636	5,110	1,833
North Carolina	13,731	39,305	407	10,962	8,598	1,572
North Dakota	500	421	N/A	2,270	162	29
Ohio	44,519	2,447	1,424	11,860	4,969	2,370
Oklahoma	9,773	2,646	3	3,479	2,457	722
Oregon	3,480	16,313	0	8,788	1,755	483
Pennsylvania	14,318	1,626	1,049	7,867	4,405	3,199
Rhode Island	2,166	N/A	N/A	1,438	944	197
South Carolina	23,690	14,310	145	7,756	10,766	1,976
South Dakota	845	459	362	348	551	66
Tennessee	14,297	1,606	131	6,774	2,535	2,551
Texas	78,210	18,470	2,914	52,126	12,127	4,235
Utah	12,277	1,002	4	7,313	1,459	374
Vermont	50	4	1	1,506	24	19
Virginia	12,545	446	132	6,175	1,942	440
Washington	2,061	18,267	55	5,276	2,902	496
West Virginia	5,422	227	1	10,094	1,356	89
Wisconsin	106	29,465	N/A	24,507	2,125	460
Wyoming	669	925	25	822	271	54
Puerto Rico	9,475	6,316	N/A	7,171	894	N/A
Guam	213	847	N/A	N/A	36	44
Virgin Islands	1,160	N/A	N/A	3	10	N/A
No. Mariana Islands	0	108	0	0	52	0
TOTAL	1,513,922	437,567	20,500	465,049	313,790	119,612

Participants by Class Location

State	Work Site	Library	Community-Based Organization Center	Home or Home-Based	Other Multi-Site	Total
New Jersey	N/A	N/A	1,774	N/A	N/A	64,080
New Mexico	187	1,251	2,364	130	526	30,236
New York	4,245	4,947	28,436	4,643	8,222	156,611
North Carolina	7,269	1,207	7,438	1,152	18,099	109,740
North Dakota	N/A	11	56	20	118	3,587
Ohio	2,961	4,465	11,716	625	8,120	95,476
Oklahoma	336	782	5,208	255	646	24,307
Oregon	657	312	2,747	519	2,041	37,075
Pennsylvania	1,678	N/A	16,310	996	996	52,444
Rhode Island	330	216	1,478	190	388	7,347
South Carolina	7,984	612	8,409	832	4,720	81,200
South Dakota	0	36	395	99	23	3,184
Tennessee	1,810	1,950	4,639	2,225	3,173	41,691
Texas	2,975	10,133	8,479	480	28,598	218,747
Utah	51	138	164	63	1,996	24,841
Vermont	79	56	5	2,909	155	4,808
Virginia	110	154	6,114	1,212	2,379	31,649
Washington	81	236	1,124	31	955	31,484
West Virginia	125	604	528	2,116	624	21,186
Wisconsin	1,831	N/A	N/A	N/A	2,587	61,081
Wyoming	20	266	364	111	51	3,578
Puerto Rico	40	90	112	738	N/A	24,836
Guam	24	N/A	127	N/A	20	1,311
Virgin Islands	N/A	44	419	17	N/A	1,653
No. Mariana Islands	0	0	0	0	0	160
TOTAL	55,560	64,640	188,464	34,069	271,899	3,542,151

* Learning centers are located in larger programs and serve as a resource and instructional facility.

N/A Information is not available.

1 Participant totals have been extracted from Table 1.

Table 10

Local Staff in Programs

State	Local Level Administrative/ Advisory Personnel		Local Teachers		Local Counselors		Volunteers
	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	
Alabama	41	23	558	68	4	4	1,688
Alaska	19	11	96	14	7	2	635
Arizona	28	19	1,099	0	N/A	0	1,499
Arkansas	21	19	220	121	0	6	263
California	N/A	400	15,783	2,520	N/A	N/A	161
Colorado	53	25	268	26	9	13	1,315
Connecticut	129	37	2,533	43	125	11	5,795
Delaware	16	3	75	1	2	0	483
District of Columbia	6	31[1]	317	59	19	6	323
Florida	195	521	8,479	1,001	281	164	3,855
Georgia	67	47	829	44	10	4	2,005
Hawaii	21	29	1,435	7	12	2	412
Idaho	8	10	148	19	7	N/A	626
Illinois	256	190	5,652	341	221	56	1,389
Indiana	103[2]	53[2]	1,089	188	55	5	1,820
Iowa	13	32	636	53	12	0	1,275
Kansas	40	16	220	28	22	5	1,009
Kentucky	27	5	159	36	2	0	172
Louisiana[3]	59	20	617	113	18	3	140
Maine	87	67	734	36	42	5	1,103
Maryland	66	N/A	751	31.5	38	11	820
Massachusetts	111.5	58	644	133	99.5	38	2,041
Michigan	292	578	5,650	1,405	313	124	1,857
Minnesota	43	10	814	52	44	3	6,508
Mississippi	55	19	459	36	6	3	912
Missouri	49	20	725	26	1	0	1,193
Montana	15	8	80	38	12	2	180
Nebraska	57	7	203	8	6	1	1,761
Nevada	58	50	606	63	18	26	673
New Hampshire	33	7	185	2	18	N/A	1,272

Local Staff in Programs

State	Local Level Administrative/ Advisory Personnel		Local Teachers		Local Counselors		Volunteers
	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	
New Jersey	64	72	1,184	265	67	15	1,612
New Mexico	33	37	422	36	15	5	917
New York	193	127	1,423	273	148	175	6,204
North Carolina	39	113	2,906	141	39	7	2,070
North Dakota	37	5	149	28	10	1	156
Ohio	115	21	1,073	86	30	5	4,680
Oklahoma	46	33	378	155	8	7	57
Oregon	29	20	478	73	30	31	1,006
Pennsylvania	392	204	793	223	133	68	9,277
Rhode Island	27	10	177	2	11	N/A	766
South Carolina	103	102	1,415	219	30	30	4,069
South Dakota	20	11	76	18	7	4	159
Tennessee	96	54	921	53	19	20	10,151
Texas	144	69	3,373	118	99	6	3,360
Utah	51.1	22.02	634.4	86.2	29	9.01	69.12
Vermont	15	5	25	57	0	0	158
Virginia	72	35	1,035	37	30	4	310
Washington	24	36	502	84	20	19	1,423
West Virginia	6	1	200	33	0	0	1,425
Wisconsin	N/A	27	1,096	403	5	12	181
Wyoming	11	32	48	22	11	1	415
Puerto Rico	291	30	608	52	77	6	557
Guam	3	1	153	0	0	6	0
Virgin Islands	12	2	79	6	9	2	44
No. Mariana Islands	0	0	28	0	0	0	0
TOTAL	3,791.6	3,384.02	70,240.4	8,982.7	2,220.5	925.01	92,250.12

N/A Information is not available.

1 Administrators at Spingarn STAY, D.C. Street and Washington-Dix are included in this category, as they were covered under the Adult and Community Education Branch from September 1989 through January 1990.

2 Figures may also include state level administrative, supervisory, and ancillary personnel.

3 Data may reflect a duplicate count of some adult education staff personnel.

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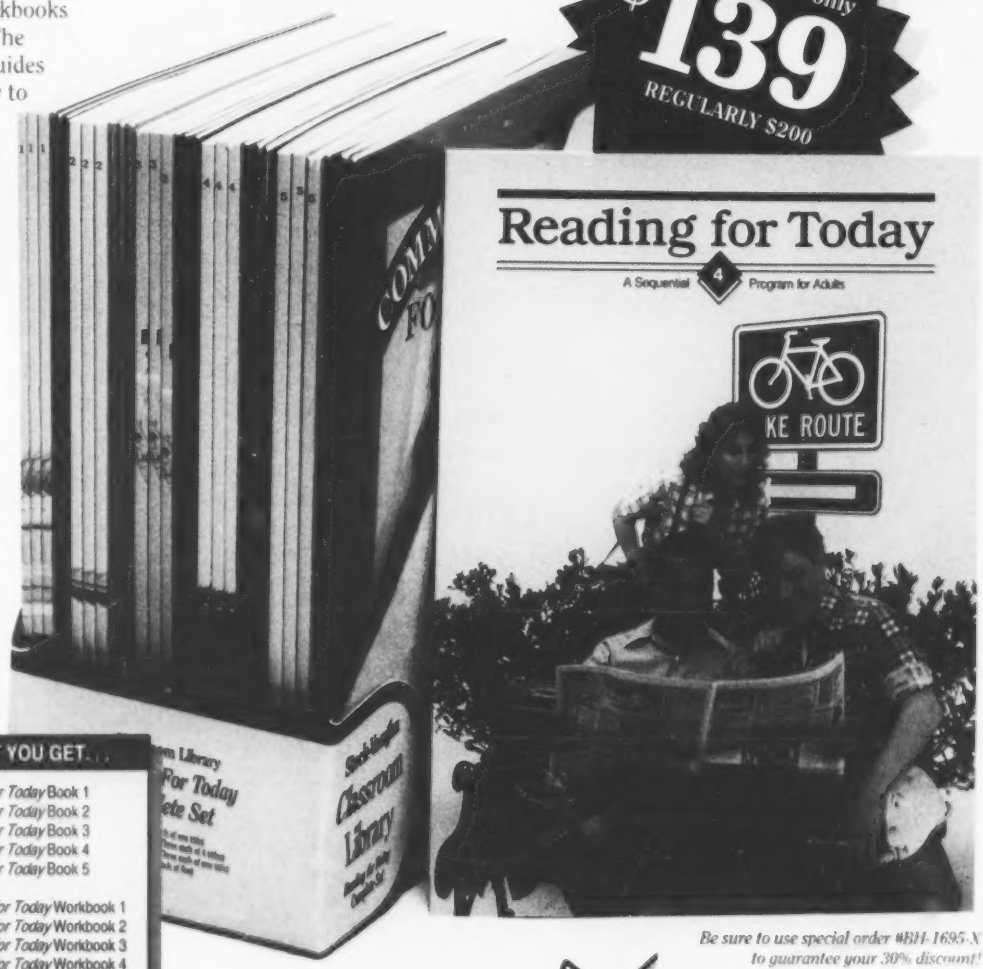

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